

Necessity and Strategy of Preventive Medicine Education in Higher Vocational Medical Specialty

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Abstract. With the continuous development of modern preventive medicine, the proportion of preventive medicine professionals required by the society is also increasing. This is why higher vocational colleges need to strengthen preventive medicine education and train preventive medicine professionals, which has become a necessary task of higher vocational colleges. Under the new situation of higher education, the traditional preventive medicine curriculum cannot meet the actual needs and needs to be reformed. Therefore, teachers of preventive medicine course in higher vocational colleges should strengthen their understanding of the current situation of the course and reform it in effective ways and strategies to make the preventive medicine teaching meet the implementation requirements.

Keywords: Higher Vocational Colleges; Preventive Medicine; Necessity; Measures.

1. Introduction

With the continuous change of medical model and disease spectrum, various public health events occur frequently, and chronic diseases are increasing, which poses a serious threat to human health. Therefore, higher vocational education under the new situation must carefully examine and deeply reflect, strengthen the training of relevant talents such as public health and epidemic prevention medicine, and adapt to the challenge of grass-roots medical institutions to the demand for health talents under the new situation.

2. Problems in the Teaching of Traditional Preventive Medicine Education

2.1 The Adaptability of Traditional Preventive Medicine Teaching Mode to Job Demand is not High

Traditional clinical medical thinking pays more attention to the clinical diagnosis of patients, but ignores the macro analysis of the whole patient group. In medical education, the school pays more attention to students' grasp of diagnosis and treatment technology, because they think that as a qualified doctor, it is most important to have exquisite clinical treatment skills. This often ignores the position of doctors in the patient group, making it impossible to look at the medical function from a more macro perspective. This traditional medical thought also makes students often unable to meet the actual needs of grass-roots doctors after engaging in social work. From the side, it also highlights the contradiction between the traditional preventive medicine model and the weak adaptability of doctors' professional requirements [1].

2.2 The Teaching Content Failed to Keep Pace with the Times

There is basically no special preventive medicine specialty in higher vocational schools, but only preventive nursing medicine curriculum under the general clinical and basic nursing specialty. At present, the curriculum of preventive medicine in higher vocational colleges is still the curriculum more than ten years ago, and there is no new content. In addition, there is no clinical treatment practice in the preventive medical education class, which leads to students' weak grasp of the specific contents of the teaching materials, resulting in students' lack of interest in preventive medical learning. Students understand preventive medicine only because of credit problems, so it is difficult to really grasp knowledge.

2.3 Curriculum Assessment Mode Can not Keep Pace with the Times

The curriculum evaluation system of preventive medicine in higher vocational colleges is relatively backward, which can not really reflect the teaching quality of the curriculum, so that teachers can not really understand the quality and ability of students. In the teaching evaluation of colleges and universities, students' usual performance and midterm examination scores account for only 40% of the course scores, and students' final examination accounts for 60% of the course scores. It also shows that students only need to study hard at the end of the term and get a good score to pass. This curriculum evaluation model runs counter to the current talent training model, making student education out of touch with the times [2].

3. The Significance of Teaching Reform of Preventive Medicine in Higher Vocational Colleges

First, the curriculum reform of preventive medicine helps schools to train professional medical personnel. For the current curriculum reform of preventive medicine in higher vocational colleges, its purpose is to change the current professional course mode and truly cultivate medical personnel with high quality and ability and adapt to the requirements of modern development. Therefore, under the background of the current general trend of discipline system reform of higher education, we must promote the reform of medical education, focus on the goal of basic health and medical services, and cultivate professionals to promote the achievement of this goal, so as to further improve the health level of the whole people. In addition, we must adjust the medical education model and actively promote the reform of Vocational Teaching for the development of rural and community hospitals, so as to provide targeted professional medical personnel for the development of grass-roots medicine. In the professional education of preventive medicine in higher vocational colleges, by promoting the education and teaching reform, it can not only meet the development requirements of the current new situation, but also implement the requirements of education reform and promote the development of medical professionals [3].

Second, the teaching reform of preventive medical course in Colleges and universities can realize the sustainable development of medical higher education. From the current practice, many medical students in higher vocational colleges generally need to be assessed by professional doctors after graduation, and can participate in the medical field after assessment. As for the assessment of professional doctors, they pay more attention to the students' basic clinical knowledge and practical ability, but pay less attention to the relevant contents of grass-roots medical services. In addition, from the current situation of preventive medicine practical teaching in higher vocational colleges, there are many problems in practical teaching, such as the relevant curriculum theories and methods can not adapt to the current social development, and the trained clinical medical personnel can not adapt to the reality of the current social development. At the same time, there is a disconnect between theoretical courses and clinical practice teaching, which makes many students unable to make rational use of their professional knowledge after graduation. The emergence of the above practical problems will have a negative impact on the development of medical education. However, through the reform of preventive medicine curriculum, the above problems can be alleviated and preventive medicine education can better adapt to the development of the new era [4].

4. Countermeasures of Strengthening Preventive Medicine Education

4.1 Strengthen the Construction of Teaching Staff in Higher Vocational Medical Colleges

The construction of good teaching staff in higher vocational colleges is the premise to ensure the teaching quality and the key to whether the school can achieve the long-term development goal. As far as the current situation is concerned, the teachers of preventive medicine in higher vocational colleges are relatively weak, the level of teachers is unbalanced, and there are relatively few teachers.

It is not only unable to establish a professional teaching and Research Office of preventive medicine, but also lack of stable teaching teachers, which is not conducive to the normal development of preventive medicine education. In this regard, schools must train teachers to further improve teaching quality. The school needs to carry out pre job technical training for teachers majoring in preventive medicine, actively guide teachers to go out or further study in famous schools, encourage teachers to carry out learning exchanges and social activities, and fully mobilize teachers' enthusiasm for classroom teaching activities, so as to improve the comprehensive quality of teachers majoring in preventive medicine.

4.2 Strengthen the Teaching Reform of Preventive Medicine

Preventive medicine is a practical subject, which must make educational adjustment following the modern development trend. At present, the teaching mode of medical education is constantly reforming and has been transformed into a new "biology psychology medicine mode". Higher vocational colleges need to properly adjust the curriculum of preventive medicine, so that students can carry out scientific and reasonable medical and nursing services in the clinical environment, which can effectively improve students' concept of clinical prevention. In the setting of professional courses, it is necessary to relatively reduce the repetition between different courses and promote the connection between clinical medicine, preventive medicine and basic medicine. Integrating the theoretical knowledge and technology of preventive medicine in medical services can not only help students expand their knowledge, but also cultivate their logical thinking ability. In the curriculum of preventive medicine, we should apply the teaching mode of combining theory with practice, make appropriate use of multimedia, and carry out video lectures, case analysis and cooperative exploration, so as to fully mobilize students' learning interest, and fully mobilize their learning autonomy and enthusiasm [5].

4.3 Do a Good Job in the Construction of Preventive Medicine Practice Base

Medicine is a major with strong practicality. It is not enough for students to only know theoretical knowledge. Only through continuous practice, combined with theoretical problems in practice, and further study and discussion, can they master the basic methods and technologies of medical treatment. Therefore, schools need to establish contact with health departments at all levels, so as to create a practice base for students' learning. In this way, students can visit the Centers for disease prevention and control, health institutions and health monitoring centers during their internship in public health institutions. At the same time, teachers can also encourage students to visit wastewater treatment plants, food processing plants and water plants, so that students can have more opportunities to contact society and realize the important role of preventive medicine in national health work. In the design of graduation practice, the school can not only organize clinical, pediatrics, gynecology and surgery, but also reasonably increase the practical content of preventive medicine, so as to promote the practice and development of preventive medicine.

5. Conclusion

To sum up, in the process of China's health development, more and more attention is paid to prevention. It puts forward higher requirements for grass-roots medical personnel in disease prevention and control, personnel management, technical guidance and health management. Therefore, we need to strengthen the curriculum reform of preventive medicine in higher vocational colleges, so that the trained talents can better adapt to social development.

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