



Practical Path of Integrating Xujiang Medical Culture into the Curriculum Ideology and Politics of Orthopedics and Traumatology of Traditional Chinese Medicine under the OBE Concept

Junhao Zhu, Xin Xu*

Jiangxi University of Traditional Chinese Medicine, Nanchang, Jiangxi, China

Abstract: In the talent training system of higher education, ideological and political education should run through the whole process to realize the deep integration of professional education and ideological and political education. Guided by the concept of Outcome-Based Education (OBE), this study explores the practical path of systematically integrating curriculum ideology and politics into the teaching of Orthopedics and Traumatology of Traditional Chinese Medicine, and constructs an effective ideological and political teaching model, so as to improve the quality of education and truly cultivate professionals in Orthopedics and Traumatology of Traditional Chinese Medicine with solid professional capabilities and noble professional ethics.

Keywords: Outcome-Based Education (OBE); Traditional Chinese Medicine Orthopedics; ideological and political education in curriculum; teaching reform

1. Introduction

Under the socialist higher education system with Chinese characteristics in the new era, ideological and political education should run through the entire process of talent cultivation, integrating ideological and political education into professional education. Course-based ideological and political education is an important approach to implementing the fundamental task of fostering virtue and nurturing talents, which needs to permeate the teaching of all professional courses comprehensively, resonating in sync with ideological and political courses to work together. Traditional Chinese Medicine Orthopedics is one of the core courses for majors such as Traditional Chinese Medicine Orthopedics, Traditional Chinese Medicine, and Integrated Traditional Chinese and Western Medicine. It not only aims to help students understand and master the principles of syndrome differentiation and treatment as well as the operational methods for diseases related to fractures, dislocations, and tendon injuries, but also to cultivate their solid clinical thinking skills in Traditional Chinese Medicine and profound cultural heritage, embodying the spirit of "Great Physicians with Utmost Sincerity." [1]

2. Overall Design of Curriculum Ideology and Politics of Orthopedics and Traumatology of Traditional Chinese Medicine under the OBE Teaching Model

Based on the OBE model, this study discusses the introduction of the teaching of Orthopedics and Traumatology of Traditional Chinese Medicine, and focuses on the three core elements of "student-centeredness", "outcome orientation" and "continuous improvement". It explores strategies for the effective integration of the curriculum of Orthopedics and Traumatology of Traditional Chinese Medicine with ideological and political education to enhance teaching effectiveness and cultivate talented professionals of Traditional Chinese Medicine with both moral integrity and professional competence. Ideological and political elements are fully integrated into the formulation and evaluation of teaching objectives and the design and selection of teaching contents, and teaching methods are innovated and teaching evaluation methods are improved. The teaching process of the whole semester is divided into the early, middle and late stages, and ideological and political elements suitable for curriculum teaching are integrated in different stages. We strive to organically combine the curriculum of Orthopedics and Traumatology of Traditional Chinese Medicine with ideological and political education, explore an effective new model of curriculum ideological and political teaching, improve teaching quality, and truly cultivate professionals in Orthopedics and Traumatology of Traditional Chinese Medicine with both moral integrity and professional competence. [2]

2.1 Emphasize the Integration of Humanistic Spirit in the Process of Medical Practice

In classroom teaching, the focus of teaching shifts to the cultivation and integration of humanistic spirit in the process of medical practice. Flipped classroom and other models can be adopted at this stage to guide students from passive acceptance

to active exploration. Through situational simulation, students are divided into groups to play the roles of doctors and patients, and fully simulate the whole process from communication, physical examination to manual reduction. In this practice, students not only exercise their clinical practical ability and syndrome differentiation thinking, but also experience personally that exquisite medical skills must be combined with effective communication and sincere care. By experiencing the dual perspectives of "physician" and "patient", students are guided to deeply recognize that the success of technical operations is inseparable from the profound understanding and respect for the physical and mental pain of patients, thus internalizing the service awareness of "patient-centeredness" and the spirit of humanistic care as the core part of their own professional quality.[3]

2.2 Focus on the Integration of Professional Confidence and Integrity Education in the Late Stage of the Curriculum

In the stage of after-class consolidation and evaluation, the focus of teaching shifts to cultivating students' solid professional confidence and conscious academic integrity. Learning at this stage is not only a combing of knowledge, but also an important link of "continuous improvement" and outcome internalization in the OBE concept. Taking this opportunity, teachers can deeply integrate professional confidence and integrity education into the process of learning evaluation and reflection.

3. Realization of Curriculum Ideology and Politics of Orthopedics and Traumatology of Traditional Chinese Medicine in OBE Teaching Links

Drawing on the OBE teaching model and centering on the three core elements of "student-centeredness", "outcome orientation" and "continuous improvement", our team designs and carries out the classroom teaching of Orthopedics and Traumatology of Traditional Chinese Medicine based on these three aspects respectively, and integrates corresponding ideological and political elements in different steps.

3.1 Reshaping of Teaching Objectives under the Guidance of Outcome Orientation and Ideological and Politics

The objectives at this stage are not only to master the diagnosis and treatment techniques of common orthopedic and traumatic diseases, but also to have the ability to solve clinical orthopedic and traumatic problems with the thinking of Traditional Chinese Medicine. Different from the traditional "cramming" teaching, under the guidance of the OBE concept, the teaching objectives of Orthopedics and Traumatology of Traditional Chinese Medicine should be fundamentally reshaped from "knowledge inculcation" to "output of abilities and accomplishments". This shift is different from the traditional teaching which only requires students to retell the classification of common fractures, bone diseases, tendon injuries or the composition of prescriptions, but emphasizes the comprehensive competence to solve real clinical problems. Its core is to enable students to systematically master and initially apply the whole diagnosis and treatment process of common orthopedic and traumatic diseases. At the same time, ideological and political objectives are deeply embedded in the cultivation of abilities in a subtle way. By in-depth exploring and analyzing the relevant medical works of Xujiang physicians, students are guided to naturally consolidate their cultural confidence in Traditional Chinese Medicine while perceiving the scientific spirit of courage to explore and the profound humanistic care contained therein, and consciously transform the medical ethics of "revering life and striving for perfection" into the value adherence of unifying the pursuit of technology and patient care in future clinical practice.[4]

3.2 Student-Centered Optimization of Teaching Contents

Under the OBE concept, it is necessary to carry out systematic innovation of traditional teaching means and methods, and construct a three-dimensional teaching model centered on students' active participation and immersive interactive experience. To achieve the above objectives, teaching contents and methods need to get rid of one-way indoctrination and instead use multiple paths to stimulate students' subjectivity.

3.2.1 Deepening Clinical Practice Links to Realize the Internalization of Values

Teaching is not only limited to the classroom, but also encourages students to learn further through clinical follow-up with physicians. In clinical probation and follow-up, clear observation and reflection points for ideological and political education are designed. Group discussions are organized to share what has been seen and felt, transforming the "benevolence of physicians" from a book concept into vivid and emulable specific behaviors. At the same time, debate-based learning based on real cases is carried out. Real orthopedic and traumatic cases involving ethical choices or treatment plan selection

(such as the discussion on conservative and surgical plans for fractures in elderly patients) are introduced, and students are organized to carry out role-playing and debate-based discussions in groups. In the process of defending their respective plans, students must comprehensively weigh professional knowledge, ethical principles and economic and humanistic factors, fully experience the actual decision-making problems often encountered in clinical practice, thus cultivating students' comprehensive clinical decision-making ability and social responsibility.

4. Continuous Improvement - Evaluation and Optimization Mechanism Oriented by the Effect of Ideological and Politics

The core closed loop of the OBE concept lies in "continuous improvement", which requires the establishment of a scientific mechanism that takes the achievement of learning outcomes as the measurement criterion and can drive the dynamic optimization of the teaching system. In the implementation of curriculum ideology and politics of Orthopedics and Traumatology of Traditional Chinese Medicine, this is mainly reflected in the reform of the evaluation system and iterative optimization based on feedback, ensuring that the effect of ideological and political education can be measured, tracked and improved.

4.1 Constructing a Diversified Evaluation System Integrating the Ideological and Political Dimension

Traditional assessment focuses on knowledge reproduction, while the evaluation under the OBE model is fully targeted at the outcomes of "abilities" and "accomplishments". We have carried out systematic reforms in this regard: in the practical assessment of clinical skills, process-based ideological and political evaluation is embedded, and a detailed rating scale is formulated, with "humanistic care" and "doctor-patient communication" set as key scoring items.

4.2 Implementing Developmental Evaluation to Track Changes in the Identification of Values and Culture

A mixed research method combining quantitative and qualitative research is adopted. Multi-source feedback collection is enabled: systematically collect multi-dimensional data from formative evaluation, classroom performance, PBL discussions, summative evaluation (practical and theoretical assessment), evaluations from clinical probation/internship supervisors, and even feedback from simulated patients (SP) experience. Analyze whether the teaching activities corresponding to each ideological and political objective are sufficient and the evaluation is effective, and timely find weak links and carry out targeted reinforcement design.

5. Discussion and Reflection

Under the OBE framework, ideological and political elements can be flexibly and organically integrated into the whole teaching process. Compared with the traditional "cramming" education, the OBE model reversely drives teaching design by clarifying the ultimate learning outcome of "having both moral integrity and professional competence", making it have a clear path to stimulate students' initiative and realize the equal emphasis on "teaching" and "learning". Combining the OBE concept with the characteristics of regional medicine, deeply sorting out the development course of the academic and medical ethics pedigree of Jiangxi Xujiang medicine from Wei Yilin to modern inheritance, and designing progressive teaching cases based on this, can make students imperceptibly enhance their cultural identity and professional sense of mission in the immersion of localized academic history. How to realize this "localized" integration more accurately and vividly is a direction that needs to be continuously explored in future teaching practice. Preliminary practice shows that this model can effectively improve the systematicness and directionality of teaching, and significantly promote the growth of students' comprehensive accomplishments while consolidating their professional foundation. This model is worthy of further deepening and promotion, and its core concepts and methods can also provide reference for the construction of curriculum ideology and politics in other majors of colleges and universities of Traditional Chinese Medicine.

References

- [1] Wang C Z, Wang Y, Zhao C Y, et al. Exploration and Practice of BOPPPS Blended Teaching Integrated with OBE Concept in Pharmaceuticals Experiments[J/OL]. Special Wild Economic Animal and Plant Research, 1-7[2026-02-22]. <https://doi.org/10.16720/j.cnki.tcyj.2026.009>.
- [2] Chen X Y, Chen Q F, Liu H R, et al. Inheritance and Innovation of Acupuncture Academic Thoughts in Huangdi Neijing

by Chen Ziming, a Physician of Xujiang School[J]. Jiangxi Journal of Traditional Chinese Medicine, 2025,56(09):1-3+8.DOI:10.20141/j.0411-9584.2025.09.01.

- [3] Han X F, Ma Y F, Wang S Z, et al. Research on the Practical Path of Integrating Ideological and Political Elements into the Teaching of Orthopedics and Traumatology of Traditional Chinese Medicine in Colleges and Universities of Traditional Chinese Medicine[J]. Chinese Medicine Modern Distance Education of China, 2025,23(08):202-205.
- [4] Zou L Y, Hu Z H, Tang Q Z. Study on the Characteristics of External Application Prescriptions of Traumatology in Xujiang Medical School[J]. Chinese Medicine Modern Distance Education of China, 2025,23(08):175-177.

Author Bio

Zhu Junhao, born in April 2004, male, Han nationality, native of Yichun City, Jiangxi Province, undergraduate student, research direction: Orthopedics and Traumatology of Traditional Chinese Medicine.