

Research and Practice on Innovative Integrated Education in the Acupuncture and Tuina Discipline from the Perspective of Curriculum-Based Ideological and Political Education

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Abstract The educational philosophies of curriculum-based ideological and political education and professional innovation-integrated education, both serving as guiding ideologies aligned with contemporary educational development, have been persistently deepened in the pedagogical practices of higher education institutions in recent years, significantly propelling the advancement of China's higher education. However, research remains scarce regarding how these two approaches can mutually complement each other to jointly advance the education of the Acupuncture and Tuina Discipline. Consequently, this study explores pathways for innovation-integrated education in the Acupuncture and Tuina Discipline from the perspective of curriculum-based ideological and political education. Through educational research and practical implementation, it aims to provide innovative ideas and methods for enhancing the quality of talent cultivation in the Acupuncture and Tuina Discipline.

Key words Curriculum-based ideological and political education, Acupuncture and Tuina Discipline, Integration of professional innovation

0 Introduction

From December 7 to 8, 2016, the National Conference on Ideological and Political Education in Higher Education Institutions was grandly held in Beijing. National leaders delivered important speeches, emphasizing: "Ideological and political work must be integrated into all aspects of teaching and education, thereby inaugurating a new chapter in the development of China's higher education."^[1] The ideological and political education in acupuncture and tuina courses is crucial for cultivating the quality of Traditional Chinese Medicine (TCM) professionals and their professional ethics. Therefore, strengthening the development of ideological and political courses has always been a central task in Acupuncture and Tuina Discipline. The *Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions* (State Council Document No. [2015]36), issued by the General Office of the State Council in 2015, states: "Current innovation and entrepreneurship education concepts have yet to keep pace with the times; their integration with professional education remains insufficient, gaps persist with practical components, teaching methods are monotonous, and the construction of practical platforms is inadequate." Consequently, integrating professional education with innovation and entrepreneurship education to establish a professional innovation-in-

tegrated education model aligns with the demands of contemporary development. In recent years, this approach has been intensively implemented in the educational practices of numerous higher education institutions, generating a positive impetus for the advancement of higher education. However, research on how these two domains can mutually reinforce each other to jointly advance the development of acupuncture and tuina professional education remains insufficient. In light of this, the study explores teaching strategies and practices for innovation-integrated education in the Acupuncture and Tuina Discipline from the perspective of curriculum-based ideological and political education. It aims to provide innovative ideas and effective methods for enhancing the quality of talent cultivation in the acupuncture and tuina field.

1 Studies about curriculum-based ideological and political education and professional innovation-integrated education

1.1 Studies about curriculum-based ideological and political education Hubei University of Chinese Medicine has conducted in-depth research on the unique integration path of ideological-political education with acupuncture specialty courses. Taking the Acupuncture and Moxibustion Techniques course as an example, it adopted a "series connection" approach by aligning the scheduling of professional courses with ideological-political education courses, effectively promoting the integration of ideological-political elements with professional knowledge, thus providing strong guarantees for implementing ideological-political education across all staff, whole process, and all-round aspects. Furthermore, through analyzing the teaching content and characteristics of Acupuncture and Moxibustion Techniques, it explored and integrated ideological-political elements aiming to enhance students' cultural confidence, professional identity, craftsmanship spirit, and humanistic

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spirit. Simultaneously, it strengthened teachers' guiding role in ideological-political education to ensure the implementation of the educational philosophy of "cultivating virtue through education"^[2]. Under the guidance of the philosophy "cultivating virtue and nurturing skills", Hunan Traditional Chinese Medical College carried out ideological-political teaching research, deeply explored ideological-political elements within courses. With "cultivating virtue" as the entry point, it permeated ideological-political education into curriculum; featuring "excellence in both ethics and skills", it integrated ideological-political education into courses, aiming to cultivate students' firm professional learning beliefs, enhance professional quality and sense of mission, and strengthen career dedication and responsibility^[3]. Liaoning University of Traditional Chinese Medicine focused on cultivating socialist core values in Meridian and Acupoint Science teaching through multiple measures; emphasizing the importance of emotional goal cultivation in curriculum construction and teaching objective design; innovatively constructing a teaching philosophy centered on "one core, two strengths, and three integrations"; proposing solutions and implementation strategies for difficulties in values cultivation, achieving good ideological-political teaching results^[4].

1.2 Studies about professional innovation-integrated education Shandong University of Traditional Chinese Medicine is committed to research on improving the level of professional innovation-integrated education, advocating the construction of a professional innovation-integrated curriculum system with innovative education as the core and incorporating multidisciplinary intersections. Simultaneously, it aims to build a high-quality, professional, and diversified teaching team to enhance curriculum quality and teaching capabilities. Furthermore, it further explores teaching resources, develops a second classroom for professional innovation integration to enrich teaching methods; innovates practical activity formats for professional innovation integration, reforms evaluation mechanisms, and fosters a strong campus innovation atmosphere^[5]. Under the background of the rural revitalization strategy, Zhejiang Chinese Medical University conducted research on the integration path of professional innovation in TCM institutions, proposing the establishment of a "knowledge, emotion, intention, and action" four-in-one professional innovation-integrated education system. First, it achieves the integration of teaching, practical training, and practice, organically combining professional knowledge, technical skills, and entrepreneurial learning, while creating abundant online and offline teaching resources. Second, it incorporates elements of traditional Chinese culture into professional innovation-integrated education to strengthen students' professional confidence and value recognition, guiding them to establish correct entrepreneurial concepts. Third, through extracurricular activities such as expert lectures and student experience-sharing sessions, it cultivates a "TCM +" innovation and entrepreneurship mindset, extending professional innovation-integrated education from the classroom to extracurricular activities and sup-

porting students in pursuing profession-related entrepreneurial ventures. Finally, it encourages students to leverage disciplinary advantages to achieve mutually complementary advantages with local rural construction, utilizes scientific research innovation to drive the upgrading of local TCM industries, tightly integrates professional innovation with rural revitalization, and expands entrepreneurial channels and opportunities^[6]. The integration of curriculum ideology and politics with professional innovation requires optimization of curriculum resource construction. Teachers play a critical role in integrating and guiding the combination of both during the teaching process. Simultaneously, the construction of teaching platforms and the provision of learning resources are crucial for cultivating students' ability to integrate curriculum ideology and politics with professional innovation. Based on this, research related to innovative integrated education in the acupuncture and tuina medicine specialty has been conducted from the perspective of curriculum ideology and politics.

2 Research and practical pathways of innovative integrated education in the acupuncture and tuina medicine specialty from the perspective of curriculum ideology and politics

2.1 Optimization of Acupuncture and Tuina Discipline curriculum construction During the course construction process, we are committed to deepening the trinity concept of "ideological education, professional competence, and innovation" in the Acupuncture and Tuina Discipline, skillfully integrating regional characteristics of acupuncture and tuina, and implementing the teaching strategy of "one course with multiple cases". In all aspects of course teaching, we meticulously design teaching scenarios where curriculum ideology and politics guidance and professional innovation integration complement each other, ensuring that specialized courses achieve professional innovation integration in a targeted manner from the perspective of curriculum ideology and politics. For instance, in acupuncture and tuina courses, we introduce theoretical and clinical knowledge about tuina techniques for elderly population diseases from academic schools in the northeastern region. This approach not only imparts professional knowledge but also subtly conveys the traditional Chinese virtue of respecting and honoring the elderly, thereby achieving the objectives of curriculum ideology and politics education. Simultaneously, we guide students to focus on social aging issues, stimulate their entrepreneurial and employment thinking regarding tuina technique applications for disease prevention and treatment in elderly populations, closely integrating curriculum ideology and politics with professional innovation. This integration makes courses more vivid and authentic, effectively enhancing students' ability to combine theoretical knowledge with practical applications.

2.2 Improving the quality of Acupuncture and Tuina Discipline teachers The curriculum of the acupuncture and tuina dis-

discipline spans from the first year to the fourth year of undergraduate studies, accompanying students throughout their entire undergraduate learning phase. During this process, students develop profound teacher-student bonds with professional course instructors, whose teaching activities exert profound latent influences on students. Professional course classrooms serve as the core front for the trinity education of "ideological education, professional competence, and innovation". Therefore, strengthening the construction of the Acupuncture and Tuina Discipline teaching team becomes particularly crucial. Through implementing teaching training on curriculum ideology and politics integration with professional innovation for specialized course teachers, we broaden their pedagogical perspectives and thinking. Incentive mechanisms are established to stimulate professional course teachers' enthusiasm for participating in curriculum ideology and politics activities and innovation-entrepreneurship initiatives, while summarizing their practical experiences to integrate them into daily teaching. Teachers are organized to compile the "ideological education-professional competence-innovation" integrated teaching case repository based on courses as units, employing case-based teaching methods in routine instruction to vividly impart knowledge related to the integration of curriculum ideology and politics with professional innovation.

2.3 Constructing the platform integrating "ideological education, professional competence, and innovation" On the classroom platform, we adopt the flipped classroom teaching model, guiding students to present PPT demonstrations and elaborate on "ideological education, professional competence, and innovation" learning outcomes in learning groups, while regularly organizing inter-group learning experience exchange activities. During extracurricular time, we invite experts in innovation and entrepreneurship fields and competition awardees to conduct online and offline "hybrid" experience exchanges, with particular emphasis on sharing award-winning project experiences from the "Youth Red Dream-Building Journey" track. Teachers extract curriculum ideology and politics elements from these activities, systematically summarize content integrating professional knowledge with innovation-entrepreneurship and curriculum ideology, thereby further stimulating students' "ideological education-professional competence-innovation" thinking. We employ multi-dimensional evaluation methods to assess students' professional innovation integration learning outcomes in acupuncture and tuina medicine from the perspective of curriculum ideology and politics, and establish a feedback and communication platform within the evaluation system.

This approach ensures that evaluation extends beyond mere assessment to emphasize problem identification and resolution through evaluation, ultimately enhancing overall teaching quality.

3 Discussion

From the perspective of curriculum-based ideological and political education, the research and practice of innovative integrated education in the acupuncture and tuina medicine specialty have demonstrated significant results. It has not only substantially enhanced students' personal qualities and professional ethics standards, but also promoted the improvement of students' capabilities in employment and entrepreneurship. However, how to more closely intertwine curriculum-based ideological and political education with professional innovation integration remains an unresolved issue that requires continuous exploration and in-depth research. Therefore, we should continue to deepen the guiding role of curriculum-based ideological and political education in professional innovation integration, while making professional innovation integration serve as a solid carrier for curriculum-based ideological and political education, thereby advancing the sustainable construction and development of the Acupuncture and Tuina Discipline.

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