

Research on the Path of Cultivating Nursing Students' Health Literacy Competence Under the Model of Body-medicine Integration

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Abstract: In modern nursing education, improving students' health literacy ability is the key to cultivating high-quality nursing talents. The physical and medical integration model, by organically combining sports and medical knowledge, provides a brand new educational path. This paper discusses the strategy of comprehensively enhancing the health literacy ability of nursing students through optimising the curriculum system, strengthening practical teaching and adopting diversified teaching methods. The study shows that this model can enhance students' medical and sports knowledge, but also improve their practical ability in health management and clinical care, stimulate learning interest, and promote the overall development of comprehensive quality. The body-medicine integration model provides strong support for the reform and innovation of nursing education and cultivates a high-quality talent pool for the modern nursing career.

Keywords: Body-medicine integration; Nursing profession; Health literacy competence; Cultivation strategies

Introduction

With the continuous transformation of the modern medical model, nursing education is also seeking a more comprehensive and systematic cultivation path. Health literacy, as a key competency for nursing students, includes the mastery of medical knowledge and also covers the comprehensive improvement of health management and practical skills^[1]. The body-medicine integration model has already demonstrated unique advantages in enhancing students' health literacy competence. This model emphasises the dual integration of theory and practice, and comprehensively improves students' comprehensive quality and vocational ability by optimising the curriculum, strengthening practical teaching and adopting diversified teaching methods.

1. Overview of the Body-Medicine Integration Model

The sports-medicine integration model refers to the organic combination of sports and medicine, which, through two-way interaction and complementarity, comprehensively improves the health literacy and comprehensive ability of nursing students. The theoretical basis of this model originates from the concept of holistic health, which emphasises the unity and coordination of physical and mental health. Specifically, the body-medicine integration model not only focuses on the teaching of medical knowledge and clinical skills, but also emphasises the positive role of physical exercise in promoting physical health and mental health. The introduction of the body-medicine integration model in nursing education can enhance students' health management ability, and also improve their resilience and service level in actual nursing work^[2]. Through systematic curriculum, rich practical teaching, flexible teaching methods and scientific assessment system, the Body-Medicine Integration Model provides nursing students with an all-round health literacy cultivation pathway. The innovation of this model is that it breaks the traditional single education mode, combines sports and medicine, focuses on the overall development of students, and meets the development trend of modern nursing education. The integration of sports and medicine improves students' professionalism and also provides new ideas and methods for the reform and innovation of nursing education.

2. Strategies for Cultivating Nursing Students' Health Literacy Competence under the Body-Medicine Integration Model

2.1 Optimising the curriculum to integrate sports and medical knowledge

In nursing education, optimising the curriculum system and organically combining sports and medical knowledge is the key to improving students' health literacy skills. By redesigning the curriculum content and integrating the knowledge of sports medicine, rehabilitation nursing and health management and other disciplines, it can help students comprehensively understand and master the multidimensional connotation

of health management^[3]. The cross-disciplines of sports and medicine complement each other theoretically and even more so in practice. This integration is not only limited to knowledge transfer, but also includes skills training and clinical practice, so that students can systematically receive multidisciplinary education in the learning process, thus improving their comprehensive quality and practical application ability.

There are a number of ways in which schools can achieve this goal when implementing a sports medicine integration model. Firstly, schools can introduce new courses such as sports medicine and health management. In the sports medicine programme, students can learn human exercise physiology, exercise prescription, and the prevention and treatment of common sports injuries. In health management courses, students can acquire knowledge of health risk assessment, health promotion strategies, and chronic disease management^[4]. Through these courses, students can learn relevant knowledge in a comprehensive and systematic way and improve their health literacy ability. Secondly, schools can add physical exercise and health assessment to the traditional nursing curriculum. By offering practical training courses on health check-ups and rehabilitation training, students can learn how to conduct health assessment and formulate personalised exercise prescriptions, and they can also master the methods and skills of rehabilitation training through simulation and real cases. In addition, schools can actively cooperate with local hospitals and communities to organise students to participate in community health services and rehabilitation nursing practice, so that they can apply what they have learnt in real environments and improve their clinical skills and service abilities. This practical teaching approach enables students to continuously improve their health literacy and nursing level in diverse contexts.

2.2 Strengthening practical teaching and enhancing health management capabilities

By closely combining theory and practice under the body-medicine integration model, students are able to apply what they have learnt in real-life situations, and they can also continue to improve their skill level and health management ability in actual practice. The design of practical teaching should focus on diversity and systematicity, covering a variety of aspects such as health physical examination, exercise prescription, and rehabilitation training^[5]. Through simulated practical training and clinical practice, students can master the whole process of health assessment and management in a real environment and improve their ability to cope with complex health problems.

A nursing college has actively explored and innovated in practical teaching. The college offers a comprehensive practical training programme, including health check-ups, exercise prescription formulation and rehabilitation training. In the health physical examination practical training, students learn how to conduct systematic health assessment, including vital signs measurement and physical function examination. Through simulation and real cases, students master assessment methods and skills. In the exercise prescription formulation session, students formulate a scientific exercise programme for individuals based on the assessment results, covering aspects such as exercise intensity, frequency and type. In the practical training of rehabilitation training, students learn and apply various rehabilitation techniques, such as exercise therapy and physiotherapy, and practice them by simulating patient situations^[6]. In addition, the college cooperates with several hospitals and community health service centres to arrange internships for students at the clinical frontline. During the internship, students not only participate in daily nursing care, but also take charge of health education and management tasks, such as instructing patients to perform rehabilitation exercises and conducting health education. These practical activities enhance students' operational skills and health management ability, as well as their clinical thinking and comprehensive analysis ability. The diversity and systematic nature of practical teaching provides students with a platform for all-round development, enabling them to cope with complex health problems with ease.

2.3 Diversifying teaching methods to stimulate interest in learning

Diversified teaching methods are an important strategy to stimulate nursing students' interest in learning and enhance their health literacy skills. Through flexible and diverse teaching methods, students' enthusiasm and initiative can be effectively mobilised and the learning effect can be enhanced. Teaching methods that combine theory and practice can not only enrich classroom content, but also improve students' comprehensive quality. The use of teaching methods such as Problem-Based Learning (PBL), Case-Based Learning (CBL) and Scenario Simulation can enable students to deepen their understanding and application of health management and nursing skills in the process of solving practical problems. These methods focus on the development of students' self-directed learning and co-operative skills, which help to improve their clinical thinking and decision-making abilities. In addition, through group discussion and co-operative learning, students can learn and learn from each other, stimulate creative thinking and promote all-round development.

In sports medicine courses, schools can adopt the Problem-Based Learning (PBL) pedagogy to organise students to explore real-life cases through group work. Students can analyse the patient's health condition and formulate a reasonable exercise prescription, in which they need to consult the literature, obtain information and have group discussions to form a solution, which will then be presented and debated in class. This method improves students' independent learning ability and teamwork spirit, and also develops their clinical thinking ability. Secondly, schools can use situational simulation teaching method in rehabilitation nursing courses to create realistic clinical situations, such as first aid scenarios and rehabilitation treatment processes, so that students can operate in a simulated environment. In this way, students are able to practice in a near-real environment and develop practical skills and emergency treatment abilities. In addition,

schools can organise interdisciplinary case study seminars and invite experts in sports medicine and nursing to provide guidance. Through case analyses and discussions, students gain an in-depth understanding of the core concepts and practice methods of sports medicine integration. The application of these teaching methods enables students to learn in a relaxed and enjoyable atmosphere, and increases their interest and participation in learning.

Through the use of diversified teaching methods, the learning interest and health literacy ability of nursing students have been significantly improved. Flexible teaching methods have enriched classroom content and cultivated students' independent learning ability and clinical thinking. Through teaching methods such as PBL, CBL and situational simulation, students mastered more practical skills and knowledge in the process of solving practical problems, and comprehensively improved their overall quality.

3. Concluding remarks

Under the model of physical and medical integration, the cultivation of nursing students' health literacy ability has been given a brand new development path. Through the optimisation of the curriculum system, strengthening of practical teaching and diversified teaching methods, students have mastered a wealth of medical and sports knowledge, and have also improved their health management and clinical nursing abilities in practical operation. This teaching mode stimulates students' interest and initiative in learning, and also develops their comprehensive quality and professionalism. In the future, the integration mode of physical medicine should be further promoted and deepened, teaching methods should be constantly innovated, and the allocation of educational resources should be optimised, in order to comprehensively enhance the health literacy ability of nursing students, and to provide a solid guarantee of talents for the development of the modern nursing career. Through continuous practice and exploration, the Body-Medicine Integration Mode will surely bring broader prospects and more significant results for nursing education.

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