

An exploration into the reform of teaching methods for medical insurance major-related courses

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Abstract: As a specialized course, medical insurance aims to improve students' professional legal literacy and enhance the self-examination and industry self-discipline of insurance posts. With the continuous promotion of teaching reform and the continuous improvement of teaching quality requirements, in order to promote the development of medical insurance discipline, medical insurance professionals are transported. The teaching team recorded the course of massive open online course, which started the exploration of online and offline mixed teaching mode. In recent years, the reimbursement model of medical insurance patients has changed. After the patient's visit, the medical expenses are reimbursed in the medical institution, and the medical insurance fund is prepaid to the medical institution. In the process of teaching, the design of teaching content and teaching links should take the final learning achievement obtained by students in the process of teaching as the guiding goal. The application of AR and VR technology in the theoretical and practical aspects of construction course teaching is a new breakthrough in civil engineering construction teaching. The development and construction of an intelligent society are accelerating. It is not difficult to find from the current development status and application advantages of intelligent construction that the application of intelligent construction technology can make technological progress and innovate more construction methods in civil engineering. The practice of VR in civil engineering construction teaching fully demonstrates the organic integration of VR and education, reflects the advantages of "Internet plus education", can effectively improve teaching efficiency and quality, and will promote the reform of interactive teaching innovation system in the future.

1. Introduction

With the continuous development of China's social economy, various social systems have gradually improved, and the social medical insurance system has been further improved, which has put forward higher requirements for the professionalism of medical insurance staff. As a professional course, medical insurance aims to improve students' professional legal literacy and enhance the self-examination and industry self-discipline capabilities of insurance positions [1]. Graduates mainly work in insurance companies, medical institutions and health and medical insurance management departments, engaged in professional services such as underwriting, claims

settlement, personal injury investigation, medical records, medical insurance, and political insurance [2]. With the continuous advancement of teaching reform and the continuous improvement of teaching quality requirements, in order to promote the development of medical insurance disciplines, we will provide medical insurance professionals. The teaching team recorded the course of massive open online course, and started the exploration of online and offline mixed teaching mode [3]. The traditional teaching method is obviously difficult to meet the needs of social development. As a teaching method that allows students to actively participate, case teaching method can not only cultivate students' ability to find, analyze and solve problems. It can also guide students to participate in teaching with the help of specific case scenarios, broaden their learning horizons, and improve their professional quality and operational skills in practice [4].

In recent years, the reimbursement model of medical insurance patients has changed. After the patient's visit, the medical expenses are reimbursed in the medical institution, and the medical insurance fund is prepaid to the medical institution [5]. Medical insurance system is an important part of modern social security system. With the reform and development of social insurance system. The situation and policies of the new era require that medical insurance education in colleges and universities must adapt to the development requirements of the new era and cultivate high-quality medical insurance professionals [6]. In the process of teaching, the design of teaching content and teaching links should take the final learning achievement obtained by students in the process of teaching as the guiding goal. At present, for the vast majority of students, the way to test learning achievement is mainly to examine professional theoretical knowledge, and the disconnection between professional theory and graduation practice and even employment has become an important factor affecting students' employment dilemma [7]. At the same time, let students know the latest medical reform information and the experience and lessons in medical security management in typical countries in the world, so as to further guide the reform and development of medical insurance system with the practice of medical insurance management [8]. In view of the current status of medical insurance teaching, guided by constructivist learning theory, we try to explore a teaching design that meets students' cognitive needs [9]. And it is reflected in the teaching objectives, teaching content and teaching methods of the course, in order to promote the optimization and sustainable development of students' professional skills [10]. The lack of medical insurance professionals prevents the supply of medical insurance services from meeting social needs in a timely manner, which to a certain extent affects the implementation of China's social medical insurance system and its role.

2. The Guiding Value of Medical Insurance Teaching Design

2.1. Reflection on teaching bottlenecks

In the traditional teaching tradition, medical insurance is often characterized as a simple professional ethics course, and the teaching method is rigid. The second-ranked training requirement is finance, which is related to medical insurance fund management. Financial management, financial analysis and budget management are required in fund revenue and expenditure management. The training requirement shows that practitioners perceive the necessity of such knowledge and skills. However, at present, the employment in the medical insurance industry has the characteristics of "low threshold and high replacement rate", and the undergraduate graduates with "training background" are not dominant in the employment competition. In the era of medical and health reform, the students trained by this educational model have a good grasp of basic knowledge and theory. The knowledge system of medical insurance education. As shown in Figure 1.

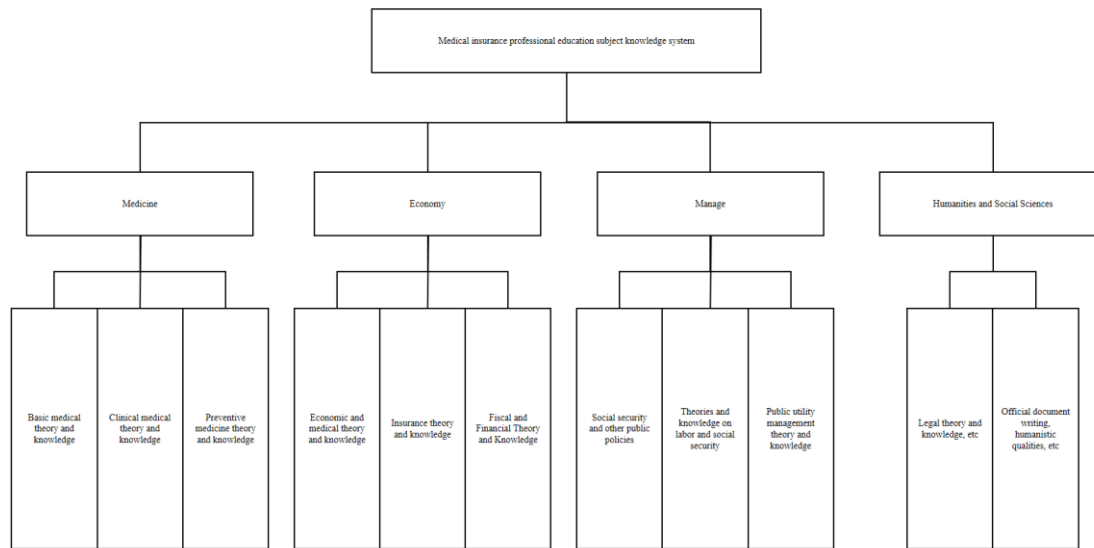


Figure 1: Knowledge System of Medical Insurance Professional Education Discipline

However, due to the lack of practical adaptability to solve problems, innovative thinking and initiative to acquire knowledge, it seems helpless in the face of the ever-changing medical environment to some extent. However, due to the differences in training objectives, the corresponding curriculum and the teaching emphasis of subject knowledge are different, and there are differences, which reflect their own talent training characteristics. However, the teaching content of medical insurance majors also involves knowledge of economics, finance and insurance, law, and other fields, and medical colleges also have faculty issues in these areas. This contradiction leads to a certain gap between the curriculum and training objectives of medical insurance majors, and the talents trained cannot meet market demand and job requirements.

2.2. The Guiding Value of Curriculum Teaching Design

Medical insurance teaching should promote the professional quality and skills of students majoring in medical insurance practice, and undertake the dual tasks of improving students' professional skills and cultivating professionalism. Based on students' classroom performance and post-class feedback, the study found that the case teaching method can enhance the communication and interaction between students and teachers and activate the classroom atmosphere. There is also a strong demand for statistical training. The medical security department settles accounts with medical institutions and insured persons, generating a large amount of data, and data analysis provides support for decision-making. Failure to master statistical analysis tools and data processing techniques will lead to widely varying statistical results and confusing decision-making. In terms of course setting, after careful polishing by the team, the teaching plans for offline courses were repeatedly deleted and revised, and lesson plans suitable for online teaching were developed. It covers theoretical knowledge, academic research, practical experience and pilot exploration, and the theoretical knowledge is closely combined with hot topics of medical insurance. Applying constructivist learning theory to medical insurance teaching will help students improve their knowledge system independently, realize the understanding and application of insurance in their study, and achieve the purpose of applying what they have learned.

3. Teaching design of medical insurance

3.1. Basic principles of instructional design

Medical insurance plays a pivotal role in the professional knowledge system, and in teaching implementation, it is necessary to fully consider the connection with prerequisite courses and synchronous courses, and pay attention to individual differences in students' knowledge and experience. In addition, compared with comprehensive universities and economic and legal universities, the biggest advantage and feature of medical security majors offered by pharmaceutical colleges is mainly reflected in the pharmaceutical curriculum system. At the same time, pharmaceutical knowledge is systematic, and basic medicine is a prerequisite course for clinical medicine, requiring bridging courses to connect. During the MOOC learning process, students can pause, play back, and watch the content repeatedly according to the actual situation and learning progress to ensure the learning effect. Different from the medical courses of clinical majors, the medical insurance major only needs to master the necessary basic knowledge of human anatomy, and the teaching content can be appropriately streamlined. Through statistics on various education platforms, it was found that medical schools also offer similar online courses. As shown in Table 1.

Table 1: Statistics on opening of online courses in medical insurance

Serial number	Starting year	Cumulative number of elective courses	Number of associate professors and above in the teaching team	Total number of teaching teams
1	2021	200	3	6
2	2022	140	2	5
3	2021	179	3	9
4	2021	543	10	21
5	2021	175	1	4

Problem centered learning should make problem selection the core of teaching, and problems must run through the knowledge to be taught. At the same time, problems that are close to reality are the driving force for teaching. It is beneficial for teachers to help students enter the role in order to utilize the theoretical knowledge and practical actions involved in the case. The cognitive level and past work experience of students directly affect the teaching effectiveness of the course. At the same time, some students are mostly passive in their studies and do not care much about what they study and how they study, as long as they can graduate. This situation has seriously restricted the improvement of the quality of medical insurance professional education and teaching.

3.2. Design of learning objectives

Realize the correlation and connection between medical insurance knowledge information and other cognitive information in the system, develop students' self-learning ability, inquiry learning ability, and creative learning ability, and enable students to possess rich professional knowledge. Of course, the minimum duration for student internships is 6 months, and the duration of graduation internships has not been increased. This will need to be adjusted after the pilot program. Medical insurance is a course closely following the national policy. In the process of theoretical teaching, it integrates the current hot topics of medical insurance, combines the latest theories with policies in a timely manner, and the policies are time-sensitive, so as to enhance students' mastery of knowledge. This model combines the advantages of the two, which can achieve better learning results, give full

play to the autonomy of teachers and students, and reflect the initiative, enthusiasm and creativity of students in the learning process. As shown in Table 2.

Table 2: Comparison of teaching modes

	Traditional teaching	Blended learning
Teaching method	Classroom teaching	Classroom teaching+multiple online education
Teaching form	Face-to-face teaching+homework	Pre class preview+in class discussion+post class review and consolidation
Participate in interaction	Face-to-face teaching+homework	Integrating the content of the first two+class group speeches
Course assessment	Paper test paper	Offline exams as the main focus+online course data monitoring
Teaching evaluation	Unified organization of teaching evaluation at the end of the period	Multidimensional evaluation

We use the "invite in" approach to arrange an off campus medical insurance professional to focus on using a knowledge in practice as an example, guiding students to consciously connect the course with their future studies in the insurance major. Finally, self-evaluation and group evaluation should be conducted at the completion of each question and the end of each course unit. The role of the teacher is to guide cognitive learning skills as a coach. Therefore, it is equally important to guide the acquisition of correct knowledge, guide and lead students to use questions and discussions to acquire knowledge during discussions, and improve their own problem-solving abilities.

4. Conclusions

Compared with other hospitals, medical insurance management is relatively late, but with the in-depth development of medical and health reform, it plays an important role in financial operation. Therefore, in the continuous professional construction and teaching reform, case teaching method should be spread as a key teaching method and create necessary conditions for its development. The exploration of online and offline integrated teaching mode is also the inevitable trend of the development of medical insurance discipline. In the follow-up course path exploration, the latest theory and policy are combined to perfectly integrate all aspects of online and offline classrooms. Pay full attention to every student in teaching activities, from the enlightenment of thinking to the listening of opinions, so that students feel respected and treated equally in the learning process. Encourage students to participate in the whole class and feel relaxed, and be encouraged and not criticized when there is unsatisfactory performance. Cultivating medical insurance professionals requires the joint efforts of anatomy teachers and students to build a scientific and reasonable curriculum system, optimize curriculum settings, improve teaching content, and enrich practical teaching content. The basic functions include talent cultivation, scientific research and innovation, and social services, which are interdependent and mutually supportive, with the aim of cultivating qualified talents that meet the needs of society. Adding medical insurance courses during the physician training process also plays an auxiliary role in future management work.

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