

Exploration on Teaching Innovation in Health Law Based on the Guidance of Practical Cases

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Abstract: As the inter-discipline of medical science and law, health law is mastered by students with basic knowledge in medicine and the students are required to be equipped with accomplishment and analytical capability in law. Based on the positive role of case guidance in the teaching of health law, this paper discusses the errors of case guidance in the teaching of health law, and proposes to optimize the content and choice in case based teaching by taking the current practical conditions in teaching into consideration so as to seek scientific and reasonable organization and arrangement in teaching. The three aspects should be made with innovation in assessment and appraisal for students to greatly improve the teaching level of health law, enhance the effect in classroom teaching, as a result, the practical role of cases can be give full play and students' ability to analyze and solve problems can be enhanced accordingly.

Introduction: The case teaching method originated from Professor Randall of Harvard University. As the dean of the Law School, he took the lead in introducing cases into the law class and used relevant legal documents in judicial practice, such as judgments and written orders, as the research materials for students in the class, which is known as "case teaching method". Health law has the dual characteristics of medicine and law, and focuses on the cultivation of legal literacy and ability. One of the characteristics of health law lies on the practicality, which not only has a demanding requirements for students in the mastering of knowledge, but also the students are required to have powerful capability in application of knowledge. Therefore, the cultivation of students' practical application ability is often inseparable from case teaching method.

一、 The Positive Guiding Role Of Cases In Teaching Of Health Law

The priority of the law is on the interpersonal relationship; similarly, the health law is inseparable to the definition and the relative analysis on such relationship. In juridical practice, the relations inside are complicated and the complicated conditions in practice will be the problems facing students in future work compared with the fixed model of law with focuses on definition. Therefore, the capability of students in solving practical problems can be greatly improved by cases based teaching and instructing students to sort the relations of various contents of law.

This is the most important role of guidance of cases based teaching. Besides, the subsidiary effect of such teaching method can be demonstrated in improving the interest in learning. However, students will be bored of learning if the law is presented in class in stereotyped manner and blindly stick s to the regulations, as a result, it will exert bad effect on activating classroom atmosphere and thus the teaching effect in class fails to be well achieved. The practical cases can, on one hand, be conducive in transforming the mind of students and activating the classroom atmosphere, on the other hand, students will be enabled to have a general mastery and understanding of the knowledge learned that can possibly be applied in future work. This is a effective path of integration of theory and practice.

二、Discussion On The Misconceptions Of Case - Based Teaching In Health Law

(一) Insufficiency In The Instruction Of Cultural Background Of Law

In the final analysis, health law serves as a branch of law with great legal attributes in learning methods or thought in analysis. Therefore, it is imperative for students to accumulate law related knowledge if they are keen to have a good mastery of health law. This requires teachers to impart the cultural background of law in class and the students can truly understand the law and the memory based on understanding can be achieved as they know the legislative background and legislative process.

However, in practical teaching activities, the problems facing students are generally the insufficiency in understanding cultural background of law with focuses only on textbooks and requirements for examination. Besides, the time allocated in teaching of this regard is far from enough. The principles of law imparted by teachers serves just as a result without enabling students be fully aware of the reasons why the law should be stipulated in such manner as well as the purpose, which can further influence the learning effect and acceptance level of the knowledge. In cases based analysis and teaching activities, the law and regulations can be superficially used by students without thinking about the in-depth reasons and improvements, which in turn, restricted the efficiency of cases based teaching.

(二) Efforts In Cultivation Of Thinking Ability In Analyzing Cases

As conducting analysis on cases, the students will generally pay attention to results ignoring the process and they are judged by performance in learning from the perspective of analytical results. There are also some result-oriented problems in assessment and evaluation by teachers for students.

What the teachers should notice is that cases based teaching is given the top priority in cultivation of the capability of students in solving and analyzing problems. Particularly, the legal knowledge embodied in the practical cases should be sorted and well match the facts with the corresponding legal provisions stipulated to make the conclusion that is regarded as the final presentation of thought. It fails to prove the big errors of students in logical thinking or analytical methods. Meanwhile, the teachers cannot take a blind eye on errors made in analyzing problems and just give more attention to correct results. Insufficient cultivation of students' thinking in cases based analysis in teaching practice will directly affect the improvement of students' capability to analyze and solve problems with the application of health law, which are required for improvement.

(三) Formalism Based Cases Teaching With Ignoring Essence

The essence of cases based teaching is to help students consolidate the important and key knowledge and to help students establish the ability to apply health law to analyze and solve practical problems. In practical teaching activities, extensive contents are adopted in cases based teaching and cases are given by students behind the contents, which fails to highlight the key points and pertinency of teaching activities and is prone to give rise to the problem of stereotyped teaching model and rigidness of students in thinking. This is not beneficial to the substantial effect of cases based teaching. The pertinency and practicability are not adequately designed in selection of cases and teaching model.

三、Innovative Research On Teaching Of Health Law Guided By Cases

Based on the above problems, improvements can be made in three aspects as case contents, teaching form and assessment.

(一) Case Design And Selection

Certain criterion should be observed in designing and selecting cases and the selection based on the requirements conforming to teaching syllabus should serve as the primary standard. The implementation for teaching plans or the items for courses assessment is conducted with the

syllabus of the courses as the center. Therefore, the selection of cases and the design should be made by observing the requirements of syllabus, which the key and difficult points can be highlighted and is conducive in assisting students in reviewing and consolidating knowledge. Finally, the acceptance effect of students for knowledge can be enhanced accordingly.

At the same time, the selection of cases should be given preference based on legal practice and juridical practice so as the cases derive from the practical cases, which can, on one hand, be conducive in assisting students to know how to solve the practical problems by using the existing knowledge to further develop their capability in application of theory with practice. On the other hand, active thinking can be motivated by analyzing the hot-spot issues to give full play of the subjective initiative for active discussion; as a result, the classroom efficiency can be improved.

(二)Teaching Organization And Arrangement

The arrangement and organization in teaching guided by cases should be taken with learning status of students as the center and be given flexible adjustment. There should be macro-structure in the early plans. Time can be taken as the clue for conduction in the following steps. Firstly, as the teaching objective is to motivate thinking with the help of practical cases as far as the guidance based cases are concerned and the types of such cases are complicated, so students are required to know about the cases to some extent and teachers should distribute the reference materials related to the cases to students enabling students to have adequate time for thinking.

Secondly, the study of cases should be given more focus on the process of analysis rather the results obtained in class. Generally speaking, there will be some controversies on results of the cases and teachers should try hard to motivate the initiative in active thinking and discussion. During this process, the application of relevant legal knowledge should be sorted and bear in mind. Analysis can be conduct by the individuals in independent manner and group discussion can also be adopted and summarized by teachers for the results obtained after classroom discussion to form a systematic methods, as a result, to help students develop thought in cases analysis. Thirdly, with the help of cases related knowledge, teachers should summarize the important legal provision and replenish legal background appropriately for students and the evolution of legislation after class to better improve their quality in law.

(三)Assessment And Evaluation For Students

In terms of assessment and evaluation for students, if the content or method of assessment fails to reflect the method and thinking gained from case teaching, this mode, on the one hand, is easy to discourage students' enthusiasm, and on the other hand, it is not conducive to the cultivation of students' ability to solve practical problems in the future. Therefore, after the improvement of teaching content and teaching method in the early stage, the same idea should also be applied to the assessment. This assessment should be composed of a variety of factors. In addition to examining the mastery of basic knowledge, students' performance in case analysis in daily classes should also be taken into consideration, including the active level and accuracy. At the same time, teachers should also pay attention to the fact that thinking and mastery of knowledge points are key elements in cases based analysis and teachers should completely affirm or deny students from the perspective of results after analysis. Besides, the logical thinking and cognition demonstrated by students in cases analysis should be noticed by teachers even if slight deviation occurred the students are also to be encouraged.

Conclusion

From the perspective of law, cases based analysis has always serving as an effective method in teaching to consolidate knowledge and strengthen application. As far as health law is concerned, the teachers are required to pay attention to the mastery of students for the contents required in the syllabus, at the same time, teachers should take the contents of the cases and teaching method into consideration. Further more, students are required to develop scientific method for analysis and thought during learning as great practicability of health law. Students should be encouraged to think

and raise questions with the purpose to cultivate students with awareness in independent thinking and research, which is conducive to the development of students and the continuous improvement of the health law in the process of students' thinking and research on questions.

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