

# The Teaching Reform of Student–centered Practice in Rehabilitation Therapy

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**Abstract:** Under the new curriculum reform, "students" are the main body of classroom teaching. In order to ensure the full play of the main body's role and help students develop good study habits, to ensure the standardized development of professional internship teaching before graduation, it is to comprehensively improve the quality of talent cultivation and effective channels to improve students' professional quality. At this stage, the aging trend in my country is becoming more and more intense. In this general environment, in order to meet the needs of patients for rehabilitation and medical care, rehabilitation therapy students need to continuously improve their professional skills and core literacy on the basis of mastering a wealth of theoretical knowledge. For this reason, this article mainly focuses on students. The center systematically analyzes the status quo of internship teaching of rehabilitation treatment majors and effective optimization strategies, so as to promote their comprehensive development on the premise of ensuring the effectiveness of talent cultivation.

**Keywords:** Rehabilitation Therapy; Student-centered; Practice Teaching; Current Teaching Situation; Optimized Countermeasures

With the rapid economic growth and the continuous improvement of medical standards, the number of elderly and disabled groups is constantly increasing. Under this trend, the medical market has an increasing demand for high-quality compound talents in rehabilitation and treatment. However, due to the course of curriculum teaching reform Problems such as lagging concepts and traditional models are common. While the main role of students is difficult to give full play to, it is difficult to fully improve their own professional abilities and professionalism. This will disrupt the stability of the medical market in the long run, and it will also be detrimental to the country. The achievement of sustainable development goals. For medical students, graduation internship is the final training process before they go from school to independent clinical work. In order to ensure the realization of high-quality teaching goals and comprehensively improve students' professional ability, educators need to be student-centered in the internship teaching reform. To implement various teaching tasks, and to help students develop good clinical thinking and study habits under the premise of ensuring that their main role is fully exerted.

## 1. Analysis of the status quo of student–centered rehabilitation teaching reform

### 1.1 Hysteresis of the concept-the development of various teaching work always takes the teacher as the center

In the process of training professionals in rehabilitation therapy, the premise of achieving high-quality training goals

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is to ensure that the students' main role is fully exerted during the internship process. However, in the teaching reform, teachers fail to integrate each student's experience when formulating various internship plans. The actual situation is that the universal existence of the teaching concept of "teacher-centered" reduces students' interest in participation, but is also not conducive to the realization of their comprehensive development goals. In addition, some teachers habitually adopt the teaching mode of "explanation" during the internship, and the students are always in a passive position in the teaching activities. In addition, the insufficient teaching reflection leads to the development of later teaching work as a formality, and the students' professional ability and career literacy is difficult to be effectively improved.

### **1.2 The traditionalization of the model-the disconnection between curriculum teaching knowledge and practical content**

As a very practical basic subject, in the professional teaching reform, teachers habitually adopt the traditional education and teaching mode, that is, when clinical teachers explain related content, they often only focus on the explanation and demonstration of a single point of knowledge. Students are receiving at the same time, it is impossible to effectively combine the learned knowledge, which affects the efficient construction of the students' "knowledge and action" thinking system, but is also not conducive to the effective improvement of their professional abilities. For the students, although they have a wealth of theoretical knowledge in the teaching reform of the rehabilitation therapy professional practice, the disconnection between basic knowledge and practical application in the process of specific application will reduce students' interest in participation and it is not conducive to them. The realization of comprehensive development goals.

### **1.3 The evaluation mechanism is not perfect-the course practice teaching is separated from the evaluation mechanism**

In the process of internship assessment for rehabilitation therapy students, clinical teachers habitually adopt traditional assessment methods, that is, record the comprehensive performance and assessment results of students before leaving their posts, although this method can strengthen students in the process of specific application for the mastery of theoretical knowledge, due to the lag in assessment methods and the lack of feedback links in teaching, it is difficult for students to find and correct their own shortcomings in time during the internship process. In addition, when the content of the assessment is set, the task of setting up questions and judging papers is mainly in charge of the school's teaching supervisors. In terms of content setting, there is often a lack of clinical actual case analysis. The imperfect assessment and evaluation mechanism affects the full play of the role of the student body. It is also not conducive to comprehensively improving the application level of knowledge.

## **2. Solutions to the problems of student-centered rehabilitation teaching reform in practice teaching**

### **2.1 Innovating the concept of education and teaching-to ensure the full play of the leading role of students**

In the teaching reform of rehabilitation therapy, innovative education and teaching concepts are of great significance to ensure the realization of high-quality teaching goals. In curriculum teaching activities, teachers need to make it clear that the subject of teaching under the new curriculum reform is "students". Therefore, in the formulation of various teaching plans during clinical guidance, the actual situation of each student needs to be comprehensively considered. We must correct our own teaching attitude, in addition to systematically explaining the basic knowledge, we must also teach students to pay attention to the update of mainstream technologies in the industry, and understand the deficiencies of their own knowledge system in combination with clinical cases, so as to make timely improvements and supplements. "Student-centered", as the name implies, means that in the process of internship teaching activities, educators need to give full play to the functions of instructors and guides, by continuously increasing their attention to the cultivation of students' sense of autonomy, learning, planning and communication. In addition, it is necessary to fully explore the endogenous motivation of students' learning. In addition, in the process of internship teaching arrangements, in order to ensure the full play of the main role of students and the overall improvement of their own basic abilities and professional qualities, teachers can conduct questionnaire surveys and conduct investigations on them based on the actual situation of the students before the formal internship. Reasonably group, and then different groups will rationally apply different job

rotation schemes (technical positions, professional expertise positions, or development ambition positions), and arrange key internships for them, thereby continuously improving students' professional ability while enhancing their core literacy .

## **2.2 Optimize the education and teaching mode-adopt diversified teaching methods in practice teaching**

With the increasing demand for high-quality compound talents in rehabilitation quality majors in recent years, the teaching reform of rehabilitation majors has received great attention from all walks of life. However, due to the traditional teaching mode, it is not conducive to high-quality practical teaching while reducing students' interest in learning. Achievement of the goal. Under the new curriculum reform, in order to improve the overall current situation of internship, teachers need to continuously adjust and optimize the education and teaching mode. According to the actual situation of students and different teaching content, diversified teaching methods (sandwich training) , PBL, flipped classroom) to carry out teaching work. Compared with the traditional teaching model that separates the theoretical and practical teaching, the "sandwich training" that combines the two organically is a common teaching method in the reform of rehabilitation therapy professional practice teaching, which has played a role in comprehensively improving students' professional quality and professional ability. An important role. Compared with other modern teaching models, it is generally adapted to the knowledge points that are closely integrated with the clinic. In order to ensure the realization of high-quality teaching goals, teachers must strictly follow the following teaching process when implementing teaching work, that is, "concentration". Lecture-post practice-summary and induction-practical verification-effect follow-up, and adjust and optimize the education plan in time according to the overall teaching effectiveness of the course; "PBL" teaching is a modern teaching model based on problems. The implementation of this teaching mode in the overall curriculum teaching not only effectively stimulates students' interest in learning, but also ensures their full play of their main role. Compared with other modern teaching methods, it emphasizes the active participation of students in the process of specific application. In order to ensure the realization of high-quality teaching goals, educators must strictly follow the teaching process of "throwing cases-asking questions-group discussion-report of results-teacher summary", usually this method is suitable for exercise therapy practice in teaching, specifically, teachers guide students to organize and summarize the knowledge they have learned to continuously improve the application level of knowledge and their professional capabilities.

## **3. Conclusion**

In a nutshell, under deepening the reform of the teaching system, rehabilitation therapy is a subject with great development potential. While enrollment is continuously expanded, in order to comprehensively improve the quality and efficiency of curriculum teaching reform, educators need to be student-centered in teaching. The professional realization of the teaching reform work, thus while consolidating the professional quality foundation of medical students, it ensures the efficient training of high-quality compound talents.

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