

Thoughts and Exploration on the Cultivation of Health Management Talents

Weihaio Huang^{1,a,*}

¹University of Nottingham, Nottingham, NG7 2RD, United Kingdom
a. leoweihao2020@163.com

*corresponding author

Abstract: In order to meet the needs of the rapid development of the domestic health management industry, many domestic colleges and universities have gradually carried out the training of health management professionals. This paper analyzes the current situation of the training and development of health management personnel at home and abroad, and points out the shortcomings of the current training of construction management professionals. Combined with the practice, it puts forward a new concept of building a health management college in a comprehensive university, a new concept of practical education for health management courses, and a new concept of a multi-level professional and skill education model for health management. Through the exploration of health management education models in comprehensive universities, it provides human resources guarantee services for the development of health management disciplines and science and technology in China, and also promotes the construction of my country's health management education and training system.

Keywords: health management, health management talent training, new model

1. Introduction

With the development of the social economy and the improvement of people's living standards, health issues have attracted more and more people's attention, and the demand for health products and health professionals is increasing. Exploring a market-oriented health management talent model has become the current health management. The development of the service industry is an urgent problem that needs to be improved and solved. The cultivation of professional health management talents has become an important part of the development of the health management service industry [1]. With the development of industrialization, urbanization, population aging and changes in behavior and lifestyle, chronic non-communicable diseases have become the main disease burden for Chinese residents, and health management is an important strategy and means to control chronic diseases. In addition, the rapid development of the international health industry and health management industry has also played a certain role in promoting China's health industry and health management industry. The release of the "Healthy China 2030" Planning Outline in 2016 has promoted the vigorous development of health management-related industries and spawned new health industries and new formats. The "Several Opinions of the State Council on Promoting the Development of the Health Service Industry" clearly states: Increase talent cultivation and vocational training, support colleges and universities in setting up disciplines related to the health

management service industry, and accelerate the training of health managers and other practitioners [2]. While cultivating health management professionals closely adheres to the “National Professional Standards for Health Managers”, it is also necessary to fully understand the regional economic demand for health management talents. In the practice of cultivating health management professionals, the core quality of health management professional competence is adhered to as the basic requirement, and professional talent training positioning and training programs are set up, so that health management professionals have the skills and qualities that match the needs of professional positions.

2. The Development Status of Domestic and Foreign Health Management Personnel Training

2.1. The Development Status of Foreign Health Management and Personnel Training

Health management was first promoted and applied to the insurance industry by American insurance companies in the 1930s. In the mid-to-late 20th century, the incidence of chronic diseases in the United States rose rapidly, and the rapid increase in medical expenses continued to increase the economic burden. By the 1970s, in order to alleviate the continued unreasonable increase in medical expenses for the people, the U.S. government gradually incorporated health management ideas into the national health care plan [3]. Until 1978, when the first health management research center was established at the University of Michigan, health management officially emerged in the United States. Subsequently, European developed countries such as the United Kingdom, Germany, and Finland followed suit and established their own health management systems. As a subject and industry, health management has only a research history of more than 30 years in the United States. Today, 7 out of every 10 people in the United States enjoy health management services. The health service industry has developed into one of the top ten industries in the world. According to relevant statistics, it is estimated that the global output value of the health industry will reach 19.3 trillion US dollars by 2020, which will increase by nearly 2.8 times compared with 2011. The global annual per capita health expenditure will reach \$ 1,882.188.

2.2. The Development Status of Domestic Health Management and Personnel Training

China's health industry started relatively late, and it was not until 2001 that China's first health management company was established. According to statistics in 2013, there are more than 10,000 health management (physical examination) institutions across the country, with nearly 500,000 employees and more than 400 million annual physical examinations. There are more than 600,000 non-medical health management institutions with 30 million employees. But as far as health management professionals are concerned, among colleges and universities across the country, only in recent years have more than 10 colleges and universities such as Hangzhou Normal University, Hainan Medical College, and Zhejiang University of Traditional Chinese Medicine opened health management majors. In the past, this major was mostly placed under the major of public affairs management as the direction of health management. Now some of them have just been approved by the Ministry of Education in the catalog of health management and service majors [4]. First of all, there are problems with academic education in personnel training. The government does not have a good understanding of the training of health management personnel [5]. The training goals of health management professionals are not unified. The curriculum needs to be improved. Secondly, the current situation of vocational education is not optimistic. Due to the confusion of various trainings, the Ministry of Human Resources and Social Security and the Ministry of Health Vocational Evaluation Center have not yet fully liberalized. In addition, there are problems in vocational education, mainly reflected in the low barriers to entry, short training time, inappropriate training

materials, lack of research on training levels and models, lack of unified training for teachers, and random enrollment by unqualified institutions.

3. Innovative Explorations on Training Objectives and Models of Health Management Professionals

Health management education must undergo new changes from its guiding ideology, training plans, teaching staff, and teaching syllabus to curriculum design to ensure that our country's new generation of health management professionals can adapt to the national demand for health services in the 21st century. Military hospitals and comprehensive universities jointly run schools and offer health management majors in non-medical schools [6]. It is the first new college in Central and South China specifically established to cultivate health management talents to meet the needs of the country and the military for health management professionals and promote Health industry development.

3.1. Establish New Concepts of Innovative Architecture in Colleges and Universities

3.1.1. Build a Hospital with Resource Sharing and Complementary Advantages

The new model of cooperation to build a hospital integrates the superior resources of both parties, realizes resource sharing, and makes up for the shortcomings of insufficient resources in the initial construction. It has a number of key laboratories of the Ministry of Education, Guangxi key laboratories, Guangxi University key laboratories (bases), national experimental teaching demonstration centers and autonomous region experimental teaching demonstration centers, health management medical research centers and national psychological counselor training. The base provides an experimental practice platform for the establishment of basic courses and professional main courses for health management majors.

3.1.2. Formulate a New Model of Talent Training with High Standards and Wide Adaptability

In terms of talent training, it is required to have solid basic theories and skills in health management. It is also required to master the basic knowledge of psychology, nutrition, kinesiology, social and environmental studies, traditional Chinese medicine and health care, and to pass special skills training. At the time of graduation, they will be certified as health managers, psychological counselors, and nutritionists. It not only pays attention to the education of the main courses of the subject majors, but also pays attention to the personalized professional development of students [7]. Through the setting of elective courses, students can be employed in health administration, health insurance, pharmaceutical marketing, community health services and other institutions after graduation, and improve students' professional practice ability and social adaptability.

3.1.3. Create a New Team of Strong and High-quality Teachers

Through in-hospital training and expert guidance from outside the hospital, methods such as expert lectures, teaching observations, and peer assistance are adopted to improve the teaching level of teachers, establish various incentive mechanisms to mobilize the enthusiasm of faculty and staff to engage in scientific research and innovation, and gradually build a team that can both teach theory and The "double-qualified" characteristic faculty team that can guide the training of professional skills. At the same time, through school-enterprise cooperation and school-school cooperation, a number of academicians and experts are specially hired as chief guest professors to achieve teacher resource sharing and teaching complementarily, forming a new team of teachers with a solid

professional foundation, outstanding business capabilities, strong teaching staff, and high overall quality.

3.1.4. Build a New Platform for the Combination of Industry, Education and Research

Pay attention to the research on health management education methods and methods, gather the scientific research strength of the school and the hospital, and build a new platform integrating industry, academia and research that adapts to society and serves the people, so as to achieve the purpose of promoting teaching through scientific research and promoting production through scientific research. Fully tap the potential of ethnic medicine, strive to develop tourism health service projects, actively play the role of government think tank, and create a combination of tourism and health services through the integration of planning and design, development and construction, professional planning, marketing, network and hotel management. a new industrial model.

3.2. Promote the New Concept of Practical Education in Professional Courses

3.2.1. Arrange Practical Training and Teaching of Professional Courses

The main courses are all arranged for no less than 1/4 of the class hours of practical training, especially the intensive practical training of basic medical intensive experimental courses, psychological counseling, general practice medicine and community health management, health monitoring and evaluation courses.

3.2.2. Vigorously Promote Three Early Educations

One “early” is early exposure to the practice of health management professional posts. Arrange professional post internships in health administrative departments, medical and health units, commercial institutions, etc., and be familiar with the operation process of the post, mainly in the second to fourth semesters. The second “early” is early exposure to scientific research. Encourage students to participate in teachers’ scientific research, participate in innovative training programs for college students, etc. The third “early” is early contact with social practice. Arrange students to participate in social practice activities for no less than 2 weeks. You can choose to participate in activities such as social surveys, voluntary services, and three trips to the countryside (science and technology, culture, and health).

3.2.3. Integrated Skills Training

Create an innovation and entrepreneurship base and a collaborative education model, establish an open laboratory, train and improve experimental skills and skills. Establish multiple health management internship bases to improve students’ practical ability and quality level in health management; allow students to train and improve their skills by participating in various competition activities. There are training activities specifically for the professional qualification examination of health managers to help students successfully obtain the national health manager qualification certificate.

3.3. Carry Out a New Concept of Multi-level Professional and Skill Education Model

3.3.1. Refinement of Health Management Personnel Training Objectives

Health management services are divided into medical services and non-medical services. In medical schools, the theory and skills related to health management medical services should be emphasized, while in non-medical schools, more emphasis should be placed on the theories and skills of health management non-medical services. With the development of the health service industry, health management positions and work will continue to be refined and professionalized, so the training objectives for health management talents should also be more detailed [8]. The talent training goal of the health management major is positioned as: cultivating people who not only understand the causes, pathogenesis, diagnosis, treatment and nursing methods of diseases, but also master the concepts, technologies and methods of eliminating risk factors that affect health and maintaining and promoting individual and group health.

3.3.2. Develop a Diversified and Multi-level Education Model

When establishing health management majors in colleges and universities without a medical background, they can only focus on cultivating their work skills to adapt to the administration of medical and health units, insurance companies, enterprises and institutions, etc., such as cultivating students' nutritional guidance, exercise guidance, and psychological skills according to the characteristics of each school. The establishment of health management majors in medical schools also focuses on cultivating their skills to adapt to work in health management institutions and medical and health units [9], such as basic nursing, rehabilitation, psychological counseling, nutritional guidance, health risk factor intervention, health assessment, chronic disease management, Traditional Chinese medicine health care and other skills.

3.3.3. Improve the Health Management Skills Education Model

On the basis of the original health management vocational education, vocational training is carried out according to various health management related skills, such as health consultation, nutrition, health insurance, acupuncture and massage, rehabilitation, sports health guidance, maternal and child health care, elderly Health orientation, traditional Chinese medicine health preservation, community health, school health, enterprise health, etc [10]. On the basis of learning theory, more emphasis is placed on operational ability, extending the off-the-job training time to 3 to 6 months, and ensuring that there are more operational classes than theoretical classes, and a study completion certificate will be awarded only after passing the operational assessment.

4. Conclusion

In recent years, health management disciplines and the health industry centered on health examination centers have developed rapidly, but professional education in health management has developed slowly, and there is a shortage of health management professionals in China. Although each country has its own strengths and weaknesses in the training mode of health management talents, the way out is to cultivate health management talents that adapt to the development of the country based on its own national conditions. As the national government attaches great importance to health management, for the medical reform that has entered the deepening stage, the establishment of a health management system at the village, township, and county levels is of great significance for the effective implementation of the medical reform. Therefore, it is necessary to adopt "extraordinary, multi-level, multi-channel" health management personnel training that

combines academic education and vocational education. Establishing the health management major in comprehensive universities, this innovative teaching model closely focuses on the construction of health management disciplines and the implementation of the national “13th Five-Year Plan” science and technology plan, actively carries out health management education training and talent training, and provides a good foundation for the development of health management disciplines in China. The development of science and technology provides human resource guarantee services, which has accelerated the construction of the health management education and training system and the pace of personnel training. Driven by the needs of subject development and guided by industry/industry issues, academic education, continuing education and short-term training are carried out; the mode and form of innovative education and training meet the needs of talent construction for different professional levels, different post capabilities, and different occupational characteristics, cultivate applied talents with “thick foundation, wide caliber, strong ability, high quality, and wide adaptability”.

References

- [1] Wanhui Zheng, Jing Wang. *Discussion on the market-oriented training mode of health management talents* [J] *Northwest Medical Education*, 2008, 16 (4): 613-614.
- [2] Shanghua Yuan. *Construction of integrated Chinese and Western medicine health management discipline and service system* [J] *Chinese Journal of Traditional Chinese Medicine Information*, 2016, 23 (2): 5-8.
- [3] Li Wang, Lihui Wang. *Health, health management, health managers and the development prospect of Chinese health management* [J] *Chinese Convalescent Medicine*, 2011, 20 (12): 1065-1067.
- [4] Qin Jian, Guanghui Nie, Wei Xiao, et al. *The status quo and countermeasures of Guangxi health management personnel training mode* [J] *Journal of Qiqihar Medical College*, 2016, 37(13): 1730-1732.
- [5] Hanyang Liu, Yunqing Mu, Zeyong Feng. *The enlightenment of American managed care on community health management in China* [J] *Medicine and Philosophy: Humanities and Social Medicine Edition*, 2015, 36(9): 74-77.
- [6] Shengjun Wang, Jinhai Sun, Lifu Chen, etc. *The current situation and prospects of health management in China* [J] *Journal of People's Liberation Army Hospital Management*, 2014, 21(7): 690-691, 694.
- [7] Caihong Wang, Yanghao Mao. *A preliminary study on talent cultivation and vocational training in emerging health service industries : Taking Hangzhou as an example* [J] *Northern Economics and Trade*, 2016 (3): 148-150.
- [8] Qiang Zeng. *The development and prospect of Chinese health management scientific research and discipline construction* [J] *Chinese Journal of Health Management*, 2015, 9 (3): 157-160.
- [9] Ying Yang, Zhiming Zhu, Zhou Shan, et al. *Health management education should be emphasized in medical education* [J] *Chinese Journal of Health Management*, 2011, 5 (3): 177-178.
- [10] Fang Lu, Dong Xie. *Challenges and development of military hospital health management discipline construction* [J] *Journal of PLA Hospital Management*, 2015, 22 (5): 448-450.