



Development of Adding Medical Practice in Wushu Teaching Program for Medical Students

Feng Yiheng, Nopporn Tasnaina and Porntep Leethong-in

Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

E-mail: 2409603899@qq.com, ORCID ID: <https://orcid.org/0009-0000-2319-0044>

E-mail: nop5503@hotmail.com, ORCID ID: <https://orcid.org/0009-0001-6086-06573>

E-mail: leethongin@hotmail.com, ORCID ID: <https://orcid.org/0000-0002-2691-3727>

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Abstract

Background and Aim: This research aimed to develop an added medical practice in the Wushu teaching program for medical students. The program was implemented in physical education courses for medical students. The fusion of traditional culture and modern science, the rise of interdisciplinary education, the demand for international collaboration, and the application of modern technologies provided a solid basis for constructing a teaching plan that combined Wushu and medicine for college students. This approach enhanced the educational experience and promoted health awareness, cultural appreciation, and global cooperation.

Materials and Methods: The study involved medical school students enrolled in a physical education course, selected based on their willingness to participate. Research tools, including questionnaires, interviews, observational checklists, and physical fitness tests, were used to assess students' knowledge, skills, physical health, and experiences before and after the intervention. The experimental process followed several phases: pre-intervention assessment, program implementation, ongoing evaluation, and post-intervention assessment. Data were analyzed through statistical and thematic methods, revealing a significant impact of integrating Wushu techniques with medical knowledge on students' Wushu skills, medical understanding, and overall physical and mental health.

Results: The teaching plan successfully integrated Wushu and medicine for college students. Wushu Tai Chi was cross-integrated with disciplines such as sports rehabilitation, physiology, and injury recovery. Teaching groups were established, tasks were clarified, and managerial responsibilities were reinforced. A talent cultivation plan was developed, supported by high-quality facilities, achieving both internal and external integration of Wushu teaching.

Conclusion: The integration of Wushu and medical knowledge enhanced students' skills and understanding. An improved evaluation system was implemented, providing feedback on teaching effectiveness. The findings indicated that the program significantly contributed to the development of students' physical and medical knowledge. Based on evaluation reports, continuous improvements in teaching practices were recommended.

Keywords: Integrated Teaching Plan; College Students'; Physical Medical Education

Introduction

With the acceleration of globalization and modernization, integrating traditional culture with modern science has become an irreversible trend. Wushu, a treasure of traditional Chinese culture, is rich in philosophical ideas and fitness values. Meanwhile, medicine, as an essential branch of modern science, constantly seeks precise and efficient health solutions. Combining Wushu with medicine not only continues and innovates upon traditional culture but also re-evaluates ancient wisdom through modern science. This fusion provides a robust theoretical and practical foundation for constructing an interdisciplinary teaching plan that integrates Wushu and medicine for college students (Shang et al, 2019, and Liu, 2022).

Interdisciplinary education aims to foster talents with comprehensive qualities and innovative abilities by promoting the cross-integration of various fields. The integration of Wushu and medicine exemplifies this approach, as it breaks down disciplinary barriers and supports the development of versatile talents in fields such as sports, medicine, and rehabilitation. This integrated teaching plan provides students with the opportunity to gain both cultural and scientific insights, merging the health-preserving values of Wushu with modern medical knowledge to address contemporary health challenges (Shi, 2023).

In the context of globalization, Wushu's recognition as a cultural symbol of China has increased significantly. Promoting a Wushu-medical teaching program on the international stage fosters communication and cooperation with other countries, further disseminating Chinese culture. Moreover, by





incorporating advanced international concepts and technologies, such as virtual reality simulations and big data analysis, these teaching plans can be optimized to improve their effectiveness. Smart wearable devices can monitor physiological indicators, ensuring safety during training and enhancing personalized education. This application of new technologies broadens the possibilities for integrating Wushu and medicine, making it an innovative field that blends traditional culture with cutting-edge science (Shi, 2023).

The strategic initiative "Healthy China 2030" emphasizes the integration of sports and medicine, promoting national fitness and health care. Wushu's deep cultural roots and its role as a fitness activity make it ideal for such integration. Medicine provides scientific guidance to ensure effective training and rehabilitation. Together, Wushu and medicine can cultivate college students' awareness of health and improve both physical and psychological fitness, supporting the Healthy China strategy.

The fusion of traditional culture and modern science, the rise of interdisciplinary education, the demand for international collaboration, and the application of modern technologies provide a solid basis for constructing a teaching plan that combines Wushu and medicine for college students. This approach enhances the educational experience and promotes health awareness, cultural appreciation, and global cooperation.

Objectives

To an adding medical practice in the Wushu teaching program for medical students.

Literature review

1. The Current Situation of Combining Wushu with Medicine

Ma (2022). Traditional Wushu and traditional medicine originated from the early survival, production, and practical life of Chinese ancestors, and are two most important knowledge of the time. The integration of Wushu and traditional Chinese medicine is a refinement and branch of the integration of sports and medicine. Both Wushu and traditional Chinese medicine have been formed through the long-term production and life of the Chinese nation. Faced with the demand for health in society, the research on the integration of Wushu and medicine should be rediscovered from a historical perspective, providing useful references for the contemporary integration of sports and medicine, and systematically improving the research level of Wushu in the field of health promotion. In the medical practice of traditional Wushu, the rehabilitation techniques and injury prescriptions generated from the treatment of falls and injuries are the external form of the integration of medicine and Wushu, while "wishing the world's heroes to live longer" is

Jing et al (2022) argue that the integration of sports and medicine is the only way to enhance people's physical fitness and promote national health. They propose that the value of traditional Wushu in promoting the integration of sports and medicine is to achieve the development of traditional Wushu in promoting the integration of sports and medicine, continuously improve and enhance the national health level, and achieve the real effect of the integration of sports and medicine; Build a sports medicine integration model with Chinese characteristics, promote the inheritance and protection of traditional ethnic sports, summarize and organize the "health", "nurturing", "training", and "nurturing" parts of traditional Wushu, and form a sports prescription library with traditional Wushu as the main content; Deepening the construction of interdisciplinary traditional Wushu, improving the comprehensiveness and practicality of talent cultivation, is beneficial for Wushu to break through the current situation in the development of the times and serve the political needs of the country competitively.

The integration of Wushu and medicine is a necessity for social development, which is conducive to the in-depth exploration of the Wushu training system and helps promote the popularization of the concept of health preservation and prevention, first in traditional Chinese medicine. It enriches the means and methods of traditional Chinese medicine treatment. It is proposed that interdisciplinary cooperation research will become mainstream; Applied research is increasingly receiving attention; It is an important carrier for the revival of traditional culture and the development trend of the combination of Wushu and medicine in the future.



Zhou Zhonglin, Lang Yongchun & Lu Zongxia (2013) start with the current research status of the relationship between Wushu and traditional Chinese medicine in China in the past decade, analyze and discuss the relationship between the integration of Wushu and medicine and the dialectical development of the two, and show that the research subjects are mainly authors in the field of Wushu; The research topic focuses on traditional ethnic sports; There are too few articles with high academic value and research depth; The research design type mainly focuses on secondary analysis.

In summary, based on my teaching practice, I have conducted research and analysis on the current situation of Wushu teaching for international students in provincial medical colleges. Starting from adapting to the needs of international students, combined with their learning objectives, knowledge background, language habits, and learning characteristics, and taking into account the characteristics and advantages of the school's years of Wushu teaching practice, this article reflects on the Wushu teaching for international students.

2. The theoretical basis of combining Wushu with medicine

Wang & Sui (2022) Health is an inevitable requirement for promoting comprehensive human development and a fundamental condition for economic and social development. People's health has always been a highly valued issue by the Party and the state. The country has formulated and issued the "Healthy China 2030 Plan Outline", which proposes to strengthen "non-medical health interventions in sports" and develop the integration of sports and medicine. Taking this as a starting point, it aims to promote the development of modern sports and medicine integration. For healthy people, the benefits of Wushu exercise are reflected in enhancing physical fitness and preventing diseases; For patients with chronic diseases (obesity, hypertension, etc.) and rehabilitation treatment, the benefits are applied to the treatment of the disease. People feel the health changes brought by practicing Wushu, which can subtly change their understanding of the value of sports medicine and deepen their understanding of the integration of sports and medicine.

Shi (2023), based on the "Healthy China 2030" planning outline and the strategic goals of building a "sports power" and "Healthy China" by 2035, proposed by the Fifth Plenary Session of the 19th Central Committee of the Communist Party of China. The enlightenment of Wushu on the construction of the development path of integration of sports and medicine: Only by raising awareness, establishing the health concept of integration of sports and medicine, establishing the health concept of integration of sports and medicine, and changing the people's one-sided understanding of sports, can people better implement the concept of integration of sports and medicine. Increase publicity, promote the fitness and prevention effectiveness of Wushu through the guidance role of the government and the spread effect of the Internet, guide the people to participate in Wushu exercises, and expand the role of education and education, so that students can form a correct understanding of sports values from an early age, and develop the habit of consciously participating in sports. Establish a healthy talent training mechanism: establish a talent training model in colleges and universities, set up continuing education and training, create a community sports and medical big data health comprehensive service platform, and integrate social resources to promote the integration of sports and medicine

3. Practical exploration of combining Wushu with medicine

Hao and Yu (2021). Since 2005, the new curriculum for education in colleges and universities has entered each initial grade. The characteristics of the scientific and progressive nature of the new curriculum teaching philosophy, as well as the renewal and change of the teaching philosophy, have gradually attracted the attention of experts and scholars in the field of physical education. It has been found that there are four major problems in modern Wushu teaching, namely, insufficient awareness of health maintenance, the impact of foreign sports culture, the traditional teaching model, and the fixed and single teaching content. It has proposed to improve the teaching system, teaching syllabus, teacher strength, theoretical learning, and teaching methods. It is necessary to combine Wushu and medicine to establish a new Wushu teaching model for modern school physical education.

Shi (2023) "Integration of Wushu and medicine" is an innovative form of integration of sports and medicine. Wushu and medicine share the same origin, and Wushu contains diverse health values, which are

consistent with the traditional Chinese medicine concept of "treating diseases before they occur" and have theoretical flexibility. Universities should strengthen the construction of Wushu teams, and sports injuries are inevitable in Wushu training and competitions. The external factors of sports injuries for Wushu players are mainly due to reasons such as venue equipment and climate factors. To reduce the possibility of sports injuries for Wushu athletes during practice or competition, we should integrate the strengths of Wushu and medicine, and use medical thinking and Wushu methods to propose feasible suggestions for the prevention, treatment, and rehabilitation of sports injuries.

4. Combination of Wushu and medicine in teaching research

Hao and Yu (2021) the main problems faced by modern Wushu teaching in 2021 include insufficient awareness of health preservation, the impact of foreign sports culture, the traditionalization of teaching modes, and the singularity of teaching content. Suggestions for improving Wushu teaching, such as updating the teaching system, optimizing the teaching syllabus, strengthening the teaching staff, enriching theoretical learning, and innovating teaching methods, aim to establish a new Wushu teaching model in modern school physical education through the combination of Wushu and medicine.

Zhang (2023) proposed a new teaching model for Wushu and traditional ethnic sports health preservation courses under the concept of integrating Wushu and medicine. This model is guided by the design of traditional Chinese medicine exercise prescriptions, aiming to promote the development of traditional health courses and cultivate specialized talents who are both Wushu and medicine. Wushu club teaching method: Li & Zhang (2023) explored the application of the Wushu club teaching method in college physical education classes. This model can effectively stimulate students' interest in learning and achieve the effect of exercising their bodies through different courses and exercises.

In summary, the teaching method that combines Wushu techniques with medical knowledge has significant advantages in improving students' physical fitness, health awareness, and self-care abilities. The implementation of this teaching model helps to cultivate students' comprehensive qualities and lay a solid foundation for their healthy lives. However, to fully unleash the potential of this teaching model, challenges need to be addressed in terms of teacher resources, time, resource investment, and research support. Future research should focus on developing a theoretical framework for the system, constructing an effective evaluation system, and exploring more flexible and efficient teaching methods to promote the widespread application and sustainable development of this teaching model.

5. Principles related to the development of Wushu and medical teaching plans

(1) Principle of science: The teaching plan should be based on scientific Wushu and medical theories, ensuring the effectiveness and safety of teaching content and methods. Drawing on modern medical research achievements, such as sports physiology, sports medicine, rehabilitation medicine, etc., to provide a scientific basis for Wushu teaching.

(2) Principle of comprehensiveness: The combination of Wushu and medicine should reflect comprehensiveness, emphasizing both the imparting of Wushu skills and the popularization and application of medical knowledge. Promoting physical health through Wushu exercises, while utilizing medical knowledge to prevent and treat sports injuries, and achieving comprehensive physical and mental development.

(3) Targeted principle: Develop personalized teaching plans based on students' age, gender, physical fitness, interests, and other factors. Design corresponding teaching content and methods that combine Wushu and medicine for different teaching objectives, such as fitness, health preservation, rehabilitation, etc.

(4) Practical principle: Emphasize the importance of practical teaching, enabling students to master Wushu skills and medical knowledge through practical operation and practice. Encourage students to participate in Wushu competitions, medical practices, and other activities to improve their practical abilities and comprehensive qualities.

(5) Innovation principle: Continuously exploring and innovating teaching models and methods that combine Wushu with medicine to meet the needs of the times. Introduce modern technological means (such as virtual reality, smart wearable devices, etc.) to enhance teaching effectiveness and interest.

6. Theoretical basis for the development of Wushu and medical teaching plans

(1) Traditional Chinese Medicine Theory: Wushu has a deep connection with traditional Chinese medicine, and the holistic view, yin-yang theory, and qi and blood theory of traditional Chinese medicine provide important theoretical foundations for Wushu. Wushu emphasizes both internal and external cultivation, as well as the combination of form and spirit, which is in line with the concept of health preservation in traditional Chinese medicine. Exercising through Wushu can harmonize qi and blood, balance yin and yang, and enhance physical fitness.

(2) Sports Medicine: Sports medicine is a discipline that studies the effects and laws of sports on the human body, providing scientific guidance for Wushu teaching. Sports medicine focuses on physiological changes during exercise, prevention and treatment of sports injuries, and other aspects, which helps to develop scientific and reasonable Wushu teaching plans.

(3) Rehabilitation Medicine: Rehabilitation medicine is a discipline that studies functional recovery and reconstruction after injury, and its combination with the rehabilitation function of Wushu is of great significance. Wushu exercise can promote the functional recovery and physical fitness improvement of injured patients, providing new treatment methods and techniques for rehabilitation medicine.

(4) Psychological theory: Psychological theories also play an important role in the teaching of Wushu combined with medicine. Wushu exercise can regulate emotions, relieve stress, and improve psychological qualities such as confidence. At the same time, psychological theories also provide effective psychological intervention methods and techniques for Wushu teaching, which can help improve students' learning outcomes and interests.

In summary, the development of a teaching plan combining Wushu and medicine should follow the principles of scientific, comprehensiveness, pertinence, practicality, and innovation, and be designed and implemented based on theoretical foundations such as traditional Chinese medicine, sports medicine, rehabilitation medicine, and psychology.

Conceptual Framework

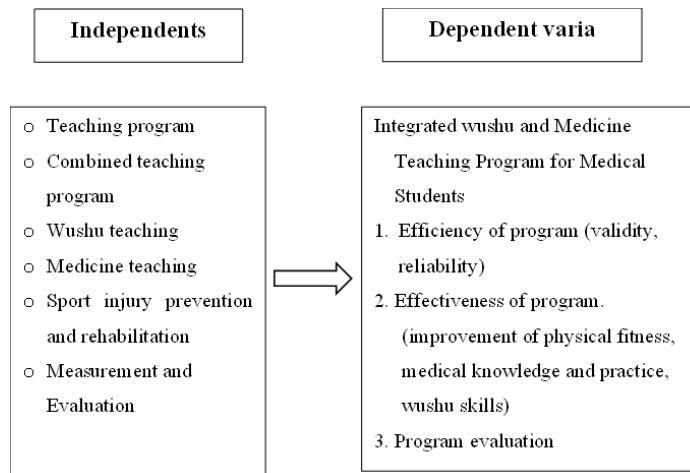


Figure 1 Conceptual Framework

Methodology

The study population consisted of first-year students majoring in traditional Chinese medicine at Nanyang Medical College. Two physical education classes were involved in the study: one experimental group (50 students) and one control group (50 students). Both groups were taught by the same teachers,

with the experimental group using an integrated Wushu and medicine teaching method, while the control group followed conventional teaching methods. The research methodology is as follows:

Step 1: Data collection and conceptual framework

- 1) Relevant literature and books were reviewed, and indicators of integrated Wushu and medicine teaching programs for college students were collected.
- 2) Seven experts were interviewed to understand the shortcomings and obstacles in integrating Wushu and medicine in physical education teaching for college students.
- 3) A preliminary framework for integrated Wushu and medicine teaching for college students was established.

Step 2: Development of research instruments

- 1) The collected data were used to design a teacher-student questionnaire.
- 2) Based on the research objectives and previous research results, a questionnaire on the integration of Wushu and medicine teaching programs for college students was developed, and nine experts tested the reliability and validity of the questionnaire.
- 3) A Delphi team of 17 experts distributed the indicators and teaching plans for the integration of Wushu and medicine for college students and analyzed the data until consensus was reached among the 17 experts on the indicators, teaching plans, and integration strategies.

Step 3: Data collection

Data were collected from two physical education classes of first-year students in the academic years 2021 majoring in traditional Chinese medicine at Nanyang Medical College. This included an experimental group (50 students) and a control group (50 students). Both groups were taught by the same teachers, using conventional teaching methods and the integrated Wushu and medicine teaching method.

- 1) Questionnaires were distributed and collected.
- 2) The integrated teaching plan of Wushu and medicine for college students was implemented, and questionnaires for the experimental and control groups were distributed and collected. In the future, Wushu classes will be used to distribute and collect questionnaires in real time for both groups to improve efficiency and accuracy.

Step 4: Data analysis and conclusion

- 1) Descriptive statistics (mean, standard deviation, and degree) were used to analyze the data collected through the questionnaires. Focus group discussions were analyzed using content analysis.
- 2) Statistical software was used to analyze the data.
- 3) The teaching plan was improved based on the satisfaction of the college students.

Step 5: Confirmation of the implementation of the integrated teaching plan of Wushu and medicine for college students

A target group of seven experts provided their opinions to assess the theoretical and practical significance of implementing a teaching plan that integrates Wushu and medicine for college students.

Results

The integration of Taijiquan (Tai Chi) into the physical education curriculum, particularly for medical students, offers an interdisciplinary approach that combines traditional Chinese martial arts with modern medical practice. This semester-long program focused on developing students' understanding of Taijiquan history, its fitness principles, and the connection between body coordination, physical health, and mental well-being. By integrating Taijiquan with medical knowledge, the teaching plan aimed to enhance students' physical skills, improve their overall health, and promote a deeper appreciation for traditional Chinese culture.

The teaching plan, outlined over 16 weeks, included structured warm-ups, reviews of previous movements, the introduction of new techniques, and physical assessments. Each week, students engaged in both theoretical learning and practical movement exercises to build their Taijiquan proficiency. The sports load gradually increased, moving from low to medium intensity, with a final high-intensity sprint test to

evaluate cardiovascular progress. In addition, the course culminated in a comprehensive exam to assess students' understanding and execution of simplified Taijiquan routines.

Week	Content Focus	Teaching Goals	Activities	Sports Load
1	Introduction to Taijiquan	Understand Taijiquan's history, fitness principles	Warm-up, basic Taijiquan movements (Pile Work, Hand Shape), practice	Low-intensity
2	Review & New Moves (Wild Horse Mane, White Crane)	Strengthen basic movements, learn new content	Warm-up, review, new movements	Low-intensity
3	Review & New Moves (Pipa, Hug Knee)	Strengthen Yang-style Taijiquan	Warm-up, review, new movements (Pipa, Hug Knee)	Medium-intensity
4	Review & New Moves (Inverted Roll)	Understand attack/defense, Chinese Wushu essence	Warm-up, review, new movements	Medium-intensity
5	Review & New Moves (Left/Right Tail)	Master Taijiquan routine, lay the foundation for sports	Warm-up, review, new movements	Medium-intensity
6	Review & New Moves (Single Whip, Cloud Hand)	Deepen understanding of Taijiquan routines	Warm-up, review, new movements	Medium-intensity
7	Review & New Moves (High Pat, Double Peaks)	Improve body coordination and strength	Warm-up, review, new movements	Medium-intensity
8	Review & New Moves (Lower Left/Right Stand)	Strengthen lower limb stability and flexibility	Warm-up, review, new movements	Medium-intensity
9	Review & New Moves (Shuttle, Sea Needle)	Enhance cardiopulmonary function, flexibility	Warm-up, review, new movements	Medium-intensity
10	Review & New Moves (Turn, Block)	Improve body flexibility, enhance movement coordination	Warm-up, review, new movements	Medium-intensity
11	Review & New Moves (Seal, Cross Hand)	Strengthen body, balance, calm mind	Warm-up, review, new movements	Medium-intensity
12	100m Test	Test students' progress and performance	Warm-up, 100m sprint test	High-intensity
13	Review Simplified Routine	Deepen memory, enhance movement proficiency	Warm-up, full review of simplified Taijiquan	Medium-intensity



Week	Content Focus	Teaching Goals	Activities	Sports Load
14-16	Taijiquan Exam	Assess students' learning for the semester	Warm-up, group exam on simplified Taijiquan	Medium-intensity

Discussion

The integration of Wushu techniques with medical knowledge within educational programs for medical students represents a significant innovation in the realm of interdisciplinary education. This approach not only enhances the physical abilities of medical students but also deepens their understanding of the physiological and health-related aspects of these techniques.

The combination of physical education with healthcare knowledge aligns with the current trends in medical education that emphasize a holistic approach to student development (Wang, 2021). This integration is supported by the theory of embodied cognition, which posits that cognitive processes are deeply rooted in the body's interactions with the world (Xiong, 2020). By engaging in Wushu, students can experience firsthand the physiological principles they learn about in their medical studies, thereby reinforcing their theoretical knowledge through physical practice.

The findings of this study indicate that the integrated Wushu-Medicine curriculum significantly improved students' Wushu skills, medical knowledge, and overall physical fitness. This is consistent with previous research that has shown the benefits of combining physical activities with academic learning, particularly in enhancing cognitive function and academic performance (Yang & Gao, 2008). In this context, the physical demands of Wushu training likely contributed to improved mental focus and discipline, which are essential qualities in medical education and practice.

Moreover, the incorporation of Wushu into the medical curriculum offers a unique opportunity to promote traditional Chinese culture within a modern educational framework. As noted by Zhang & Li (2016), the preservation and promotion of traditional cultural practices, such as Wushu, are vital in maintaining cultural identity and continuity in the face of globalization. By integrating Wushu with medical education, this curriculum not only fosters physical and cognitive development but also instills a sense of cultural pride and awareness among students, which is increasingly important in today's multicultural society.

The discussion also underscores the importance of modernizing traditional teaching methods to enhance student engagement and learning outcomes. The use of task-based learning (TBL) and interactive teaching methods is highly effective in other educational settings and is recommended for integration into the Wushu-Medicine curriculum.

These methods encourage active learning, critical thinking, and collaboration, which are crucial skills for medical professionals. Additionally, the incorporation of multimedia and virtual reality (VR) technologies can provide immersive learning experiences that are both engaging and educationally valuable (Mo J., 2018). These technologies can simulate complex medical scenarios in which Wushu techniques are applied, thereby bridging the gap between theory and practice.

Another significant aspect of this integrated curriculum is its contribution to the mental health and well-being of medical students. The demanding nature of medical education often leads to high levels of stress and burnout, which can negatively impact students' academic performance and overall well-being (Bo, 2014). Wushu, with its emphasis on mindfulness, breath control, and physical discipline, offers a valuable tool for stress management and mental health maintenance. As Du (2021) points out, the integration of such practices into the medical curriculum can help students develop lifelong habits of physical activity and mental wellness, which are crucial for their future careers as healthcare providers.

Furthermore, the implementation of the Wushu-Medicine integrated curriculum reflects a growing recognition of the importance of interdisciplinary education in preparing students for the complexities of





modern healthcare. By combining the principles of traditional Chinese medicine and martial arts with contemporary medical education, this curriculum provides a well-rounded educational experience that equips students with a broad range of skills and knowledge. This approach aligns with the concept of "integrative medicine," which seeks to combine the best practices of different medical traditions to provide more comprehensive patient care (Ma & Jiang, 2019).

In conclusion, the integrated Wushu and Medicine curriculum presents a pioneering model of education that not only enhances the physical and cognitive abilities of medical students but also promotes cultural awareness and mental well-being. The success of this curriculum highlights the potential for interdisciplinary approaches to enrich medical education and suggests that such models could be adapted for use in other educational contexts. Future research should focus on evaluating the long-term impacts of this curriculum on students' professional development and exploring its applicability in diverse educational settings. Additionally, further studies could investigate the specific mechanisms through which Wushu training influences cognitive and emotional processes, thereby providing deeper insights into the benefits of this innovative educational approach.

Conclusion

The 16-week Taijiquan teaching plan provides a structured approach that guides students from basic introductions to mastering complex movements. The curriculum progressively builds students' skills, starting with fundamental Taijiquan techniques and gradually increasing complexity each week. Key health and fitness principles are integrated with each movement, highlighting the physical and rehabilitative benefits to the cardiovascular, musculoskeletal, and respiratory systems. Regular reviews, new content, and practical applications ensure continual development, while group activities and games foster engagement and collaborative learning.

This approach promotes peer interaction and active participation. The teaching plan culminates in a performance-based assessment, including a 100-meter test and a Taijiquan exam, offering clear indicators of progress. Additionally, the plan emphasizes mental well-being through relaxation and breathing exercises, encouraging both physical and emotional balance. Overall, the plan delivers a comprehensive, holistic learning experience that supports students' long-term health and fitness.

Recommendation

The Wushu-Medicine integrated teaching program has shown promising results, but there are areas for improvement. To enhance the research process, the curriculum design and evaluation standards should be refined for greater scientific rigor. Expanding the sample size and using mixed-method research approaches would provide more comprehensive insights. Strengthening teacher training and conducting follow-up assessments after course completion are also recommended to gauge the program's long-term impact.

For broader application, this teaching model should be promoted in medical schools nationwide and potentially introduced in other health-related disciplines like nursing and rehabilitation. Developing online courses can extend the program's reach, while specialized seminars can help share best practices and drive innovation in medical education.

Looking to the future, the Wushu-Medicine model has the potential for wider application. Further research should refine the integration of Wushu and medical knowledge, exploring new teaching methods and leveraging technologies like virtual reality for more immersive learning experiences. Additionally, understanding the program's long-term effects on students' mental health and stress resilience will be crucial in developing well-rounded medical professionals.

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