

Article

Research on the Pathway for Improving the Practical Teaching Quality of Health Management Specialization under the Integration of Courses, Practical Training and Certifications

Jianhong Xing^{1,*}
¹ Hainan Vocational University of Science and Technology, Haikou, China

* Correspondence: Jianhong Xing, Hainan Vocational University of Science and Technology, Haikou, China

Abstract: The "Healthy China 2030" planning outline has driven the rapid development of the health management industry. Consequently, the market demand for comprehensive health management technical and skilled professionals equipped with practical abilities, professional qualifications, and competitive literacy has been continuously increasing. The integration of jobs, courses, competitions, and certificates serves as the core model of comprehensive education within the vocational education framework. This model effectively connects four fundamental educational elements: professional positions, academic courses, skill competitions, and industry certificates. It acts as a crucial mechanism to resolve prevalent issues, such as the mismatch between supply and demand in practical teaching for the health management major, the devaluation of practical training, and singular evaluation methods. This article adopts a comprehensive methodology combining literature research, industry investigation, and teaching practice review to systematically identify existing challenges in current practical teaching frameworks. Furthermore, it elucidates the internal logic of integrating jobs, courses, competitions, and certificates, alongside the deep coupling of practical teaching methodologies. By incorporating the design of ideological and political education into the curriculum, this study proposes systematic quality improvement pathways across five key dimensions: modularized practical course reconstruction, integrated training and competition platform construction, 1+X certificate integration teaching implementation, dual-qualified practical teacher cultivation, and the establishment of a multi-dimensional teaching evaluation system. Ultimately, this research provides supporting guarantee mechanisms to offer a feasible reference for the enhancement of practical teaching in health management majors at vocational colleges.

Keywords: health management; practical teaching; vocational education; curriculum integration; teaching evaluation; skill certification

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1. Introduction

With the growing challenges posed by an aging population, the increasing prevalence of chronic diseases, and the rising demand for health-related services, the scope of employment opportunities in health examination centers, community health service centers, elderly care institutions, and health management companies has expanded significantly. This growth has necessitated higher standards for the professionalization and standardization of health management practices, including comprehensive health interventions and the integration of digital health monitoring technologies. To address these evolving demands, educational institutions have been encouraged to adopt an integrated approach to education and training that combines job requirements, course content, competitive skill development, and certification processes [1, 2]. This approach aims to strengthen the practical teaching framework, ensuring that graduates are better equipped to meet industry needs. By focusing on practical skills and addressing common challenges such as slow adaptation to job roles, limited hands-on

experience, and insufficient certification, this strategy seeks to enhance the overall quality of health management professionals entering the workforce.

The health management discipline is inherently interdisciplinary and comprehensive, encompassing key areas such as health assessment, chronic disease management, elderly care, and health data analysis. Practical teaching in this field is integral to the entire process of talent cultivation [3]. However, many vocational colleges currently face significant challenges, including an overemphasis on theoretical instruction at the expense of practical training. This disconnect between coursework, hands-on training, competitive skill-building, and certification processes has hindered the development of a cohesive educational framework. Additionally, collaboration between educational institutions and industry partners often lacks depth, resulting in graduates who are less adaptable to real-world job requirements. Another critical issue is the insufficient integration of ethical and public service-oriented education into practical training, which limits the holistic development of students. To address these shortcomings, this article proposes a structured framework that integrates job requirements, course content, competitive skill-building, and certification processes. By aligning these elements with the specific demands of professional roles, and incorporating ethical and public service considerations into the curriculum, the proposed approach aims to create a more effective and comprehensive system for cultivating high-quality technical and skilled professionals in health management.

2. The Connotation of Integrating Job Training, Course Learning, Competition, and Certificates and Its Coupling Logic with Health Management Practical Teaching

2.1. Core Connotation of Integrating Job Training, Course Learning, Competition, and Certificates

Integrating job training, course learning, competition, and certificates represents an educational model designed to align vocational education with industry standards. This model is structured around industry-specific job requirements, utilizing professional courses and training systems as foundational elements. Vocational skills competitions serve as practical tools for skill enhancement, while vocational qualification certificates act as benchmarks for assessing professional capabilities. These components are interconnected, working collaboratively to create a cohesive framework that addresses the evolving needs of industrial talent. This approach is considered a pivotal strategy for ensuring vocational education remains relevant and effective in preparing individuals for real-world challenges [4].

The concept of "job" within this framework refers to the essential competencies required for specific roles within an industry [5]. In the field of health management, key positions include health management specialists, community chronic disease management specialists, elderly health care workers, nutrition consultants, and health data operation specialists. Each role is defined by a set of typical work tasks, operational standards, and comprehensive quality expectations, which serve as the foundation for practical teaching. The design of health management professional courses is guided by these job-specific tasks to ensure that training content remains closely aligned with industry practices, thereby avoiding any disconnect between educational objectives and professional requirements.

The "course" component emphasizes the development of a professional practical course system. Training projects are meticulously designed based on the breakdown of job tasks, incorporating scoring standards from competitions and key elements of certificate assessments. Additionally, ideological and ethical principles, such as demonstrating compassion towards patients and prioritizing public health, are integrated into the curriculum. This ensures that training content evolves in tandem with industry standards while also fostering value-based education. By embedding these elements, the course system achieves a dual purpose: equipping students with technical skills and instilling a sense of professional responsibility and ethical conduct [6].

The "competition" aspect involves vocational school skills competitions and industry-specific health management contests. These competitions include practical operation tracks such as conducting comprehensive health assessments, designing chronic disease management plans, providing care for elderly individuals with dementia, and operating intelligent health equipment [2]. Scoring criteria for these competitions encompass technical proficiency as well as ethical considerations, such as service ethics and humanistic care. This dual focus ensures that training programs are both standardized and holistic. The conversion of competition scoring details into classroom assessment standards further strengthens the integration of practical teaching and skill development, creating a dynamic learning environment that promotes excellence.

The "certificate" component focuses on professional qualification certifications in health management, including specialized certificates for elderly care, sports nutrition consultation, and chronic disease management [1]. These certifications balance the evaluation of practical skills with the assessment of professional ethics, serving as comprehensive standards for measuring the effectiveness of practical teaching and the quality of professional training. Challenges such as the separation of course content from certification requirements and the lack of integration of ethical education have been identified as barriers to optimizing practical teaching outcomes. Addressing these issues is essential for enhancing the alignment between educational programs and industry expectations, thereby ensuring that graduates are well-prepared for their professional roles.

2.2. Coupling Logic of Job Training, Course Learning, Competition, and Certificates with Practical Teaching

Target Coupling: Both are focused on fostering job-related skills and cultivating professional values. Practical teaching serves as the primary platform for integration, where job training, course learning, competitions, and certifications align with industry benchmarks and professional standards [1]. These elements collectively aim to enhance students' practical abilities and strengthen their sense of professional identity. By embedding relevant values and professional ethics into the learning process, students are better prepared to meet the demands of their future roles.

Content Coupling: The standards associated with job roles, competitions, and certifications are transformed into structured training content [7]. Simultaneously, elements related to community health, elderly care, and other socially significant areas are incorporated to ensure comprehensive alignment with industry requirements. This approach ensures that the training content not only meets technical standards but also instills a sense of responsibility and service-oriented mindset in learners, thereby achieving a holistic educational experience.

Process Coupling: A structured and progressive educational framework is established, where foundational training is linked to entry-level certifications, advanced training aligns with skills competitions, and on-the-job internships connect directly to enterprise roles. This step-by-step approach ensures that learners acquire skills in a logical progression, enabling them to transition seamlessly into professional environments. Additionally, the training process incorporates elements that promote a sense of responsibility and commitment to societal needs, ensuring a well-rounded development [8].

Evaluation Coupling: A multi-dimensional evaluation system is developed by integrating assessments from enterprises, competition results, certification evaluations, and performance in training programs. This comprehensive evaluation framework ensures that learners are assessed not only on their technical skills but also on their ability to apply these skills effectively in real-world scenarios. By aligning evaluation criteria with industry expectations, the system ensures that learners are well-prepared to meet professional standards and excel in their respective fields.

3. Existing Problems of Practical Teaching in Health Management Major from the Perspective of Position, Course, Competition and Certificate

Practical teaching in the health management major, as observed in various health vocational colleges across China, exhibits several significant challenges that hinder its effectiveness. These challenges are multifaceted and stem from a combination of structural, pedagogical, and operational issues. For instance, the alignment between practical teaching content and the actual requirements of professional positions is often insufficient, leading to a gap between theoretical knowledge and real-world application. Additionally, the integration of courses with practical training is frequently inadequate, resulting in fragmented learning experiences for students. Furthermore, the role of competitions as a means to enhance practical skills is underutilized, and the emphasis on obtaining professional certifications is sometimes misaligned with the core educational objectives. Addressing these shortcomings requires a comprehensive approach to reforming the practical teaching framework to better prepare students for the demands of the health management field [9].

3.1. Disconnection between Position and Course: Practical Courses Are Divorced from the Industry's Job Requirements.

The integration of enterprises into the talent training framework remains insufficient, leading to a disconnect between educational programs and industry demands. Research on job positions often lacks depth and is treated as a mere procedural requirement, failing to provide actionable insights. Practical training sessions are fragmented, focusing on isolated tasks rather than offering a holistic understanding of the entire workflow involved in medical care and health management. Additionally, the curriculum has not kept pace with advancements in digital health management technologies, leaving students underprepared for modern industry challenges. The training facilities are outdated, lacking advanced tools such as AI-driven systems and intelligent body measurement platforms. Furthermore, the emphasis in training is disproportionately placed on technical skills, neglecting critical aspects such as competitive readiness and the cultivation of humanistic care. Educators often lack familiarity with competition evaluation standards, which further hampers the development of students' practical competencies and empathetic service abilities. This gap prevents the achievement of comprehensive training that integrates competition, education, and moral development into a cohesive framework [10].

3.2. Separation of Competition and Training: The Competition and Regular Practical Training Are Disconnected.

The separation between competition and regular practical training creates significant challenges in achieving comprehensive educational outcomes. Participation in competitions is limited to a small subset of students, which prevents the integration of competition standards and humanistic ethics into the broader curriculum. Regular practical training often focuses narrowly on isolated skills, neglecting the holistic development of competencies required for competition and the cultivation of empathy in service-oriented tasks. Additionally, educators frequently lack familiarity with the detailed scoring criteria used in competitions, further hindering their ability to align training with these standards. As a result, students exhibit weaknesses in practical application and empathetic service delivery. This disconnect undermines the potential to use competitions as a platform for fostering well-rounded development, encompassing technical proficiency, ethical awareness, and moral education for all students.

3.3. Disconnection between Course and Certificate: The 1+X Certificate Assessment and Practical Teaching Are Not Mutually Integrated.

The 1+X certificate system within institutions is currently characterized by a lack of integration between certification assessments and professional practical training courses. Certification training and assessments are conducted in a centralized manner shortly before the examination, which results in a disconnect from the ongoing curriculum. This

separation leads to redundancy, as students are required to repeat similar training activities without a cohesive framework that aligns certification standards with practical coursework [11]. Furthermore, there is no established system for exchanging certificate credits, which limits the recognition of certification achievements within broader academic or professional evaluations. Additionally, the certification process does not incorporate moral evaluation criteria, nor is it seamlessly integrated into practical assessments. These shortcomings contribute to the low overall pass rate of the 1+X intermediate certificate in the health management major, which remains below 40%, highlighting the need for systemic improvements to enhance alignment and effectiveness.

3.4. Weak Guarantee System: The Lack of a Complete Set of Teachers, Evaluation, and School-Enterprise Collaboration Mechanisms.

Firstly, there is a significant shortage of dual-teacher resources, which creates challenges in delivering high-quality education. Many instructors within schools lack sufficient practical experience in their respective fields, which limits their ability to effectively integrate theoretical knowledge with real-world applications. Additionally, their capacity to deliver ideological and political education in a meaningful and engaging manner is often inadequate [12]. On the other hand, enterprise-based part-time mentors frequently lack the necessary skills in teaching design and value guidance, which further hinders the development of a comprehensive and effective teaching framework. This gap in expertise and coordination between school and enterprise educators undermines the overall quality of education and training provided to students.

Secondly, the evaluation system for practical training remains overly simplistic and fails to capture the multifaceted nature of student development. The current approach relies heavily on practical training reports and teacher-assigned scores, which do not adequately reflect the diverse competencies required in professional settings [13]. Key indicators such as on-site practical operations, participation in competitions, acquisition of relevant certifications, and adherence to professional ethics are often overlooked. This narrow focus makes it difficult to conduct a comprehensive assessment of students' technical skills, problem-solving abilities, and moral standards, thereby limiting the effectiveness of the evaluation process in fostering well-rounded professionals.

Thirdly, the collaboration between schools and enterprises remains superficial and lacks depth in several critical areas. Enterprises primarily limit their involvement to providing internship positions, without actively participating in the development of course content, assessment frameworks, or co-education initiatives. Furthermore, there is minimal engagement in the integration of ideological and political education within the collaborative framework. Internships offered by enterprises often lack standardized tasks and are characterized by loose management, which reduces their effectiveness as a learning experience. The absence of structured collaboration and the neglect of ideological and political dimensions are significant institutional barriers that hinder the improvement of practical teaching quality. These shortcomings highlight the need for a more robust and integrated approach to school-enterprise partnerships to ensure meaningful and impactful educational outcomes.

4. Implementation Path for Improving the Practical Teaching Quality of Health Management Major under the Integration of Position, Course, Competition and Certificate

To align with the evolving demands of the health management industry, a comprehensive approach is proposed to enhance the quality of practical teaching. This approach revolves around the integration of key elements, including position guidance, course delivery, competition-based skill enhancement, certification validation, and ideological and political immersion. By adopting this framework, a five-in-one pathway is established, encompassing course reconstruction, the creation of robust teaching platforms, the seamless integration of competition and training, collaborative efforts among educators, and the implementation of diverse evaluation methods. This holistic

strategy aims to ensure that students acquire practical skills, theoretical knowledge, and professional competencies, thereby meeting industry standards and fostering well-rounded development.

4.1. Determine Training Based on Positions, and Restructure Ideological and Political Education in Modularized Practical Training Courses

Collaborative research with enterprises is essential to identify the core competencies required for three major professional positions, enabling the development of targeted training programs. This approach facilitates the integration of moral education materials, including practical scenarios such as grassroots medical consultations and elderly care services. A structured, three-tier training system is proposed to ensure comprehensive skill development. In the first year, foundational training aligns with primary certification standards, emphasizing the importance of medical ethics and establishing a solid ethical framework. The second year focuses on intermediate-level training, incorporating humanistic education that highlights respect for the elderly and support for individuals with disabilities, while aligning with competitive benchmarks. The third year involves on-the-job rotations and practical applications, reinforcing the principle of prioritizing public health services. To maintain relevance and effectiveness, digital training content is updated annually in collaboration with industry partners. Additionally, efforts are directed toward the creation of an ideological and political case library, which serves as a resource for integrating professional and ethical education within the industry context [9].

4.2. Promote Training through Competitions, and Build a Smart Competition and Training Platform

Integrating competition standards and humanistic care evaluation criteria into routine training can enhance both technical and interpersonal skills. A virtual-real integrated training base can be developed, utilizing advanced technologies such as VR and intelligent elderly care equipment to simulate realistic competition scenarios. These simulations can provide trainees with opportunities to develop empathy and improve their ability to respond to complex, real-world situations. A hierarchical competition and training system can be established, encompassing class-level, school-level, and national-level stages [5]. This system ensures comprehensive participation, fostering a culture of continuous improvement and collaboration. Additionally, joint efforts between educators and enterprise professionals can align training with practical needs, embedding ideological education seamlessly into the process. This approach not only strengthens technical competencies but also promotes holistic development, ensuring that participants are well-prepared for both professional challenges and ethical responsibilities.

4.3. Verify Learning through Certificates, and Promote the Integration of Moral and Technical Education to Promote Mutual Recognition of Book, Certificate and Academic Credit

The practical operation and ethical examination components for health management professionals, along with the 1+X certification system, can be systematically integrated into specialized training courses. These courses should also incorporate moral education, particularly emphasizing the provision of health services to disadvantaged groups. By fostering the interconnection and mutual recognition of certifications, competition outcomes, and public welfare practice credits, a more cohesive and comprehensive framework for professional development can be established. A structured, three-tiered competition and training system should be developed, encompassing class-level, school-level, and national-level activities. This system would ensure widespread participation in training and competitions, thereby enhancing skill development and fostering a culture of excellence. Collaborative efforts between ideological and political educators from both academic institutions and enterprises can further enrich the preparation process. This approach ensures that training and competition are seamlessly integrated, while also embedding ideological education throughout the entire process. Such a framework promotes holistic development, combining technical expertise with ethical and moral considerations.

4.4. Collaborate with Three Types of Teachers to Create a Integrated Dual-Teacher Teaching Team

An integrated dual-teacher teaching team can be established by combining the expertise of professional educators, enterprise mentors, and ideological and political instructors. This approach involves requiring academic teachers to engage in practical training within enterprises to gain industry-relevant qualifications, while also participating in specialized training focused on ideological and political education. Concurrently, enterprise mentors are encouraged to collaborate with educational institutions by undergoing training programs that enhance their understanding of moral education and pedagogical strategies. Through this cross-disciplinary collaboration, innovative teams can be formed to jointly develop comprehensive teaching resources that integrate practical training, competitive activities, and ideological education. Such a framework fosters a holistic learning environment that bridges theoretical knowledge, practical application, and ethical development, ensuring a well-rounded educational experience for students.

4.5. Comprehensive Evaluation of Moral and Technical Education, and Establish an Integrated and All-Round Evaluation Process

A comprehensive evaluation system should be established to assess both moral and technical education, ensuring a balanced and multidimensional approach. This system can be structured into five key components: 40% of the evaluation should focus on training and moral education conducted within the school environment, emphasizing the development of ethical values and foundational knowledge. Another 30% should assess practical skills demonstrated in workplace settings, highlighting the application of theoretical learning in real-world scenarios. Additionally, 25% of the evaluation can incorporate achievements such as certifications and competition results, serving as supplementary indicators of proficiency. The remaining 5% should evaluate contributions to community health through volunteer services, reflecting social responsibility and moral character. Regular analysis of these diverse evaluation metrics can facilitate continuous improvement in training methodologies, fostering a dynamic feedback loop that enhances overall educational quality.

5. Supporting Mechanisms for the Implementation of the Reform

Collaborative efforts between regional medical institutions and elderly care enterprises are essential for establishing an integrated industry-education community. This approach involves active participation throughout the entire process of talent cultivation, including the development of training bases and resources that align with ideological and political education. Additionally, modern apprenticeship systems and targeted education tailored to specific order-based classes are implemented to ensure practical and theoretical alignment. By fostering close cooperation between educational institutions and industry stakeholders, this model aims to enhance the quality and relevance of training programs, thereby addressing the evolving needs of the healthcare and elderly care sectors.

Investments in both software and hardware resources play a pivotal role in advancing educational methodologies. Digital training equipment, such as AI-powered health monitoring systems and VR-based care simulations, are introduced to provide immersive and interactive learning experiences. Furthermore, the establishment of an online training platform and a comprehensive resource library for ideological and political education supports students in self-directed learning and moral development. These technological advancements not only enhance the accessibility of training materials but also ensure that students are equipped with the skills and knowledge required to meet contemporary professional standards.

A two-way incentive management system is designed to motivate both educators and students in achieving excellence. Teachers who contribute to the development of job-related courses, competitions, and ideological and political education are rewarded

through performance-based incentives. Similarly, special scholarships are established to recognize student achievements in certifications, competitions, and volunteer services. Regular supervision ensures the effective integration of training programs with ideological and political education, fostering a balanced approach to professional and moral development. This system aims to create a supportive environment that encourages continuous improvement and active participation from all stakeholders [3, 8].

6. Conclusion

Against the combined background of the Healthy China strategy, the pursuit of high-quality vocational education, and the ongoing improvement of comprehensive education systems that integrate knowledge, practice, and professional ethics, the integration of job-oriented courses, practical activities, competitions, and certificates can be understood as a systematic pathway for improving the practical teaching quality of the health management major and for advancing the cultivation of technically competent and ethically grounded professionals. Guided by actual industry job requirements, practical training courses should more fully incorporate vocational skill competition content, 1+X certificate standards, and professional ethics education elements, so that teaching objectives, training tasks, assessment standards, and competency outcomes remain closely aligned. On this basis, it is necessary to further optimize a modular practical training system, establish an integrated platform that connects training, competition preparation, and skills assessment, promote mutual recognition between course learning outcomes and certificate requirements, strengthen the development of multi-skilled and dual-qualified teaching teams, and improve a diversified evaluation mechanism that gives balanced attention to technical competence, professional conduct, communication ability, service awareness, and value formation. Through these coordinated measures, a more complete educational pathway can be formed, linking practical training, skill enhancement, certificate acquisition, employment readiness, and professional development into a coherent and sustainable system.

Higher vocational colleges in the health field should continue to deepen the construction of industry-academia collaborative communities, dynamically respond to emerging technologies, new occupational roles, and updated professional standards in the health management industry, and continuously refine the practical teaching system and educational resources associated with the integration of job-related courses and certificates. At the same time, institutions should further optimize training resources, digital platforms, practice bases, school-enterprise cooperation mechanisms, and supporting quality assurance systems, so that curriculum implementation, practical instruction, and competency evaluation can be more effectively coordinated. Particular attention should be given to strengthening the connection between classroom learning and real work scenarios, improving students' capacity for health assessment, health intervention, data application, communication and coordination, and community service, and enhancing their adaptability to grassroots public health and health service positions. In addition, colleges should establish long-term mechanisms for curriculum updating, teacher development, enterprise participation, and feedback-based improvement, thereby ensuring that talent cultivation remains responsive to industrial change and social needs. Through sustained optimization in these areas, higher vocational institutions can cultivate more health management technical and skilled professionals with solid practical abilities, recognized vocational qualifications, sound professional ethics, and strong humanistic qualities, thereby providing stable talent support for the high-quality development of the health industry and for the continuous improvement of grassroots public health service capacity.

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