

Application of Theme Guidance Model in Teaching of Critical Care Medicine

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Abstract: In recent years, under the background of China's economic and social development, the medical field has also made rapid progress, especially in the past 10 years, China's medical field has made great progress, the level of treatment for critically ill patients has been significantly improved, and the more critical care specialties has been set up. However, at the same time, the higher education of critical care specialty is not perfect, and some graduates who practice in the critical care department have not yet established enough professional and systematic knowledge of critical care medicine. In view of this situation, we can apply the theme guidance mode to the teaching of critical care medicine, which can help students learn medical knowledge more systematically, improve their learning initiative, and finally achieve better teaching quality.

Keywords: Theme Guided Model; Critical Care Medicine; Application

In recent years, critical care medicine is one of the most important medical disciplines. To a certain extent, the treatment level of critical patients can reflect the medical quality and medical level of a country and region. In China, the research time of critical care medicine is relatively late, and the technology of intensive care physicians has not reached the perfect level. The treatment rate of critical patients needs to be improved, and the teaching methods in colleges and universities are not perfect. Therefore, at present, the medical industry in China should strengthen the research on critical care medicine, and higher education should also focus on the reform of teaching methods of critical care medicine, which is a hot topic that the country and society are paying attention to.

1. Analysis of the reasons for applying the theme guidance mode in the teaching of critical care medicine

In the traditional teaching mode, teachers give lectures on the platform, and then students listen to the lectures. The communication between teachers and students is reflected in teachers' questions and students' answers. Although the rapid development of Internet technology, many teachers use slides to teach, but these forms are often superficial. Other functions are limited to the intuitive teaching, which can reduce teachers' preparation time to a certain extent. Teachers use computers to teach lessons, and students use tablet to take notes. In essence, this does not change the teaching method in which teachers tell students to listen. From the point of view of psychology, this teaching mode is not interactive. However, medical teaching needs friendly interaction between teachers and students. Like directors and actors, teachers need to tell their own ideas to students like directors, and students need to have their own understanding of teachers' statements like actors, and translate them into practical actions, so as to achieve perfect teaching effect.

In recent years, the research on critical care medicine in China has been deepened day by day. In 2008, critical care

medicine was established as a secondary discipline of clinical medicine. More and more doctors were engaged in the study of critical diseases, and many hospitals set up more intensive care specialties. In addition, experts have been deepening their understanding of the field of critical diseases, and have defined sepsis. They think that sepsis has a systemic and comprehensive reflection, and it is infected with the overall organ function. Many organ functions degenerate and fail. There may be more in-depth research and discussion in the future. The research of critical care medicine has also evolved some detailed branches, such as heart, severe breathing, severe infection and so on. In other words, the treatment level of critical care medicine in China has been greatly improved in recent years, and more and more advanced treatment technologies have been developed. However, at the same time, the higher education in some areas, especially in the areas with low economic development level, has not realized the necessity of carrying out research on critical care medicine. Therefore, once the clinicians who have just entered the hospital for internship are exposed to critical cases, it is very easy for them not to know where to start. The undergraduate and graduate students have less internship time in the intensive care department. In order to help them learn relatively perfect critical care teaching knowledge in a relatively short period of time, we can adopt the learning method of theme guided mode, which can fundamentally improve the quality and efficiency of teaching, and achieve a more perfect classroom effect.

2. The implementation of theme guidance model in the teaching of critical care medicine

2.1 Setting up themes

Before the subject guidance mode, we should select the appropriate theme, such as sepsis, adult respiratory distress syndrome, renal failure, etc., and conduct in-depth study on these diseases, and select a more detailed sub theme for in-depth discussion. For example, after choosing the topic of sepsis, we can collect the definition and diagnosis methods of sepsis, fluid resuscitation methods, analgesia and sedation, nutrition treatment and other sub subjects for research and more detailed discussion. In the study of the definition of sepsis, we can study the historical changes of the definition content, the diagnosis methods and diagnosis process of sepsis, study the development status of fluid resuscitation when studying the concentration of fluid resuscitation, and select the kind of liquid and detection method. It can determine the evaluation capacity and evaluation drug, avoid empty content when setting the content, and select some small and specific ones. It is better to design some contents related to clinical medicine in order to consolidate theoretical knowledge when discussing practical problems. The choice of the topic can be determined by the doctor, and if the doctor is not sure, the teaching doctor can provide help.

2.2 The implementation method of theme guidance mode

The implementation method of the theme guidance mode mainly adopts slide show. Doctors make and display PPT according to the theme content and on the basis of consulting data for practical investigation. The staff in the Department are called to explain collectively. The fixed display content is used every month, and the team has collective discussion and division of labor.

2.3 Personnel setting of topic guidance mode

The personnel involved in the theme guided teaching mode are mainly senior attending doctors of the hospital, and the personnel for slide show are undergraduate and postgraduate interns in the undergraduate department. When there are problems in the production of PPT, the teaching doctors will guide them. In addition to interns, other doctors in addition to attending doctors also need to make and display PPT, and have higher standards for it, so that the content should be improved in depth and breadth.

2.4 Evaluation method of theme guidance mode

The evaluation of the theme guidance mode is mainly carried out through the combination of written examination and practice, and the assessment content is set at the end of each month. The written examination mainly covers the basic theoretical knowledge of critical care medicine, and the practical examination mainly investigates the basic operations such as cardiopulmonary resuscitation and intravenous injection. The examiners are mainly doctors who have just entered the Department for internship, and the assessors are the doctor group leader or attending doctor. The theme of the next time is adjusted according to the assessment content and the usual practice conditions, and the quality of the next display needs to be adjusted according to the quality of the displayed content, so that each intern can obtain the improvement of skills. For many

ICU interns, there is little chance to contact the ventilator. Therefore, the standard can be lowered appropriately when making this content. However, some formal doctors have more contact opportunities, which can improve the standard to a certain extent.

3. The role of theme guided model in the teaching of critical care medicine

3.1 Topic guidance mode can strengthen knowledge

The traditional teaching mode is simply to repeat and memorize knowledge content, and then consolidate it in clinical practice, so that students can deepen the understanding of knowledge. The theme guidance mode can set up a theme and extend more content to guide students to study and correct the content with problems in time. In the whole teaching process, it can stimulate students to ask more questions and form a deeper memory in the repetition. After the traditional teaching mode is taught, the students' real knowledge is limited, and the theme guidance mode can leave a more profound impression on the students

3.2 The theme guidance mode can enhance students' initiative

In the traditional teaching mode, the teacher is the leader of the classroom, and the students' initiative is difficult to be reflected, only passively accept knowledge, rather than actively choose what they want to learn. We should choose suitable topics for research, and help students better choose the topic of scientific research in the future. Students can take their own interests and current research hotspots into consideration when determining the topic. If they can't choose a topic, they can consult a doctor. In the teaching process of the theme guided mode, students can actively think and solve problems through literature retrieval, for deep key knowledge exploration.

3.3 Theme guidance mode can promote medical teaching

Teaching and learning promote each other. Students can establish a perfect knowledge system in their heart when they display the theme. They can also exercise their other abilities, such as the ability to read literature and the ability to collect documents. This kind of ability is hard to be cultivated in the traditional teaching methods. In the process of mutual communication, teachers can have a more comprehensive understanding of students, understand the current problems difficult to understand among students, so as to constantly set teaching themes and be able to carry out targeted teaching. In other words, the theme guidance mode can enhance the interaction between teachers and students and promote the development of medical teaching.

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