

Evaluation of the Effect of Anatomy Micro-class Combined with Endoscopic Case Chart Teaching in Gastroscopy Teaching

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Abstract: The purpose of gastroscopy teaching is to ensure that students in the department of gastroenterology can master the ability of routine endoscopy. However, due to the influence of traditional teaching mode, the current teaching mode cannot meet the requirements of teaching. Therefore, it is necessary to innovate the teaching mode of gastroscopy. The teaching mode of anatomy micro-class combined with endoscopic case graph library is mainly problem-oriented guided teaching of medical records in the process of case analysis. In this teaching mode, gastroscopy teaching is more standardized, which not only attracts students' interest in learning, but also ensures the improvement of students' comprehensive ability, so as to achieve the training goal of clinical students.

Keywords: Anatomy micro-lesson; Teaching of endoscopic case map library; Gastroscopy teaching

1. Introduction

The clinical diagnosis and treatment of digestive system diseases cannot be separated from the auxiliary examination of digestive endoscopy. Through the effective combination of the two parties, a deeper understanding of digestive system diseases can be obtained ^[1]. As students majoring in gastroscopy, they must master the operation of gastroscopy. However, the actual teaching effect of gastroscopy is not ideal at present. Therefore, how to improve the standardization of gastroscopy operation and the diagnosis rate of diseases has gradually become the focus of teaching. In the traditional clinical gastroscopy teaching stage, the method of observation and operation is basically adopted, but its teaching effect can not meet the requirements of teaching. In the clinical teaching stage, we can further achieve the clinical teaching task by exploring a variety of teaching modes. This study focuses on the combined teaching of anatomy micro-lesson and endoscopic case library, and explores its application in the teaching of gastroscopy. Through analysis, it is found that the combination of anatomy micro-lesson and endoscopic case library teaching in the teaching of gastroscopy can fully arouse students' interest in learning and play an important role in improving students' learning effect.

2. Current situation of gastroscopy clinical teaching

The clinical diagnosis and treatment of digestive system diseases cannot be separated from the auxiliary examination of gastroscopy, which plays an important role in the diagnosis of diseases. As students majoring in gastroenterology, they not only need to master the operation of gastroscopy, but also need to have the ability to identify early lesions. In the stage of gastroscopy teaching, the traditional teaching method is mainly adopted, that is, lecture-watching-operation. However, because gastroscopy is an invasive operation, it is not only difficult, but also accompanied by some risks during operation. In addition, students' lack of practice leads to the actual learning still staying in the operation stage, so their clinical diagnosis and analysis ability are insufficient. For the traditional teaching mode, in fact, it can not meet the requirements of gastroscopy teaching, resulting in gastroenterology students can not fully diagnose diseases after graduation, and it is difficult to meet the job requirements.

In China, most teaching hospitals adopt the traditional gastroscopy teaching method in teaching. Teachers can explain while

operating, and students only listen to the lecture under the podium at this stage. After the teacher completes the explanation, students will be instructed to complete the gastroscopy operation. The central position of traditional gastroscopy teaching is teachers, who attach importance to theoretical explanation, ignore practical teaching, and can not combine the actual needs of interns to teach, and students will not have much harvest in this environment, and even have an impact on students' work after graduation.

3. The application of anatomy micro-class combined with endoscopic case chart teaching in gastroscopy teaching

3.1 Application of anatomy micro-class in gastroscopy teaching

At present, the society is in the information age, and micro-class, a new type of network learning mode, has begun to appear in the public vision. It is not only concise, but also interesting, and can fully stimulate students' active initiative in the learning process. When learning gastroscopy, human anatomy is inseparable, this course is a basic course, want to learn this professional knowledge, must have a certain understanding of digestive tract anatomy structure. When teaching human anatomy, because the content involved is too large and the content is too abstract, if the traditional single teaching mode can not improve the students' learning initiative, even if the students have learned it, it is easy to forget, and can not really play the teaching goal of gastroscopy teaching. In the anatomy teaching stage, the application of micro-lessons can realize the image of abstract and difficult knowledge. In this stage, students can arrange their learning time reasonably according to their own mastery and learning characteristics, and students will not be limited by time and characteristics in learning, which can further make up for the shortcomings in anatomy teaching, and the teaching quality can not only be improved, but also improve the quality of anatomy teaching. It can also stimulate the students' active initiative in the actual learning process.

3.2 The application of the teaching of endoscopic case chart in the teaching of gastroscopy

In the clinical gastroenterology examination, clear and complete imaging data are usually output through the digestive endoscopy image library, so as to achieve an effective combination of theory and clinical practice. In the actual teaching process, teachers can use the digestive endoscopy case image library system to reasonably select typical case pictures, and discuss the manifestations and identification points of typical cases. Teachers and students can not only interact better, but also have a certain understanding of the operation process and disease characteristics, and improve students' ability to diagnose diseases.

Case teaching through the digestive endoscopy case image library system in gastroscopy teaching can provide students with more opportunities to see typical and atypical cases. By repeatedly learning case pictures under the guidance of teachers, students can deeply understand the manifestations of patients under gastroscopy and the characteristics of cases, and effectively identify the manifestations of various diseases. Students' ability to read clinical cases, analyze and diagnose problems will certainly be improved accordingly, so as to improve their individual ability to solve clinical problems^[2].

3.3 The application of anatomy micro-class combined with endoscopic case chart teaching in gastroscopy teaching

The case teaching under the combination of anatomy micro-class and endoscopic case chart teaching should focus on problems based on cases, such as gastroscopic classification pictures of diseases such as peptic ulcer, early gastric cancer and colon cancer, and identify and diagnose typical cases based on pathophysiological knowledge, so that students can have a more intuitive understanding of disease manifestations. Focus on training students with correct gastroscopy diagnostic thinking, operation skills and rational use of anatomical and physiological knowledge. Through the realization of the clever combination between theory and clinical, students' clinical thinking ability can be further cultivated, and their comprehensive analysis, clinical diagnosis and treatment ability can be improved accordingly, laying a solid foundation for future study and work. If students encounter difficult problems in the learning stage, then at this time, they can seek the most appropriate method through anatomy micro-lesson resources and endoscopic image library, and students' level in gastroscopy diagnosis and treatment will be correspondingly improved. In the actual teaching stage, teachers can give full play to the leading role, so that teachers can ensure that the teaching content is more and more simplified in the actual teaching, so as to reduce the difficulty of learning, students will be easier to learn, and will be more active in the learning process, and improve the overall quality of teaching^[3].

In addition, with the combination of anatomy micro-lesson and endoscopic image library system, the introduction of multi-mode we-media teaching method can further make up for the shortcomings of traditional teaching mode, so as to ensure more and more diversified teaching forms, which can not only optimize teaching resources, but also ensure the improvement of teaching efficiency. In addition, the continuous extension of the teaching process can further realize the effective combination of theory and practice,

and ensure that students' knowledge is closer to clinical practice. Under the process of cognition-imitation-operation-improvement, students majoring in gastroscopy will become more and more professional and standardized in the teaching of gastroscopy. For students, they can also complete the training in a relatively short time and understand the basic operation methods of gastroscopy. In this way, students can improve their ability to solve clinical problems while improving their ability to distinguish diseases. Better qualified for future jobs^[4].

To sum up, in the stage of gastroscopy teaching, students can have a certain understanding of anatomical knowledge and learn typical cases through the combined teaching method of anatomy micro-lessons and endoscopic image library. Moreover, by studying relevant theories and practical knowledge in this field, students can increase their clinical insight, and students can also master the relevant requirements of gastroscopy operation in this stage. To ensure that students have a certain ability in clinical diagnosis of diseases, which also lays a good foundation for future clinical practice research, so as to be better qualified for future clinical careers^[5].

4. Conclusion

Through relevant research, it is found that in the stage of gastroscopy teaching, students can master not only the anatomical structure of the digestive system, but also the main technical points of gastroscopy operation, and ensure that their gastroscopy operation ability is improved accordingly. At the same time, through vivid teaching methods and good interaction between teachers and students, students become more and more interested in learning, and their ability to recognize and diagnose diseases will be improved accordingly. Therefore, the combination of anatomy micro-class and endoscopic case map library teaching in gastroscopy teaching is effective, so it can be applied to clinical teaching process.

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