

Discussion on teaching reform methods of medical specialty

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Abstract: Based on the current social situation, the demand for high-quality medical professionals is increasing. At this time, the importance of clinical teaching is increasingly prominent, so clinical teaching occupies an important position in medical teaching. However, in the actual clinical teaching, there are still some shortcomings for clinical teachers, such as the unclear role orientation of clinical teachers, the clinical teaching ability of clinical teachers to be improved, and the relatively single clinical teaching methods used, which will restrict the quality of clinical teaching to some extent, and need teachers to actively reform the current teaching methods. In this regard, this paper discusses the teaching reform methods of medical specialty, in order to provide reference for clinical teaching.

Key words: medical specialty; Teaching; Reform; Methods; discuss

Introduction

With the steady progress and implementation of education reform, traditional teaching methods have been unable to meet the actual needs of clinical teaching in medical specialty, which will not only restrict the improvement of clinical teaching quality, but also difficult to cultivate high-quality medical professionals required by the industry. Therefore, teachers should comply with the needs of education reform and development, actively innovate their own teaching ideas, use cutting-edge and novel teaching methods, and innovate the current clinical teaching methods of medical specialty, so as to improve the quality of clinical teaching, and effectively meet the development needs of education reform.

1. The significance of the current reform of clinical teaching in medical specialty

1.1 It is conducive to enriching clinical teaching forms

In the context of education reform, teaching teachers will apply different teaching forms to innovate clinical teaching methods, such as flipped teaching, online teaching, micro class teaching, simulation teaching method, etc. In this way, we can reform the traditional teaching mode based on verbal explanation, and carry out clinical teaching relying on imaging, audio and other technologies, so that a variety of clinical medical knowledge can be more intuitively presented to students. Compared with the traditional clinical teaching mode, not only the teaching methods are effectively enriched, but also the students can obtain a more intuitive learning experience, which promotes them to actively explore the clinical medical knowledge and skills, and continuously improve their clinical practice ability, so as to effectively strengthen the students' comprehensive quality, and finally cultivate the high-quality talents required by the industry.

1.2 It is beneficial to enrich the teaching content of clinical teaching

The clinical teaching of medical specialty has strong practicality and involves more clinical medical knowledge. In this case, teachers need to ensure the richness of clinical teaching content in order to ensure that students' theoretical level and practical ability are significantly improved. For example, teaching teachers will collect the required teaching resources through the Internet to enrich the theoretical teaching content of clinical teaching. And they will also rely on the Internet to collect practical teaching resources for enriching practical teaching content, so as to effectively improve the teaching quality of clinical teaching.

1.3 It is beneficial to improve the clinical level of students

The reform of clinical teaching methods by teaching teachers is conducive to improving the clinical level of students. First, it is conducive to the development of students' professional ability. Through joint practice teaching with medical enterprises or institutions, teachers can further enrich students' clinical medical knowledge system and continuously enhance their clinical practice ability. Secondly, it is conducive to enhancing students' ability to integrate theory with practice. Through the reform of clinical teaching methods of medical specialty, it can make the theoretical teaching and practical teaching consistent, promote students to combine theory with practice, and also make them find their own shortcomings and adjust their learning methods. Finally, it is conducive to improving students' professional quality. In the reform of teaching methods, teachers will integrate humanistic care content, and students will form a relatively strong humanistic consciousness in clinical practice, laying a solid foundation for the improvement of professional quality.

2. Deficiencies of current teaching teachers in clinical teaching of medical specialty

2.1 Unclear role orientation of clinical teaching teachers

In clinical teaching, teaching teachers have two "identities", that is, intern and teaching teacher. However, most teachers believe that there is identity conflict between interns and teachers. In addition, the clinical front-line work is heavy and the responsibility pressure is heavy, and there is little energy and time to prepare or carry out clinical teaching activities, which makes it difficult for clinical teaching in medical specialty to achieve the expected effect. In addition, in the actual teaching, the teaching teachers focus on whether the students can complete the relevant clinical work and whether the clinical operation is standardized, and lack certain attention to the doctor-patient communication skills, the guidance of the construction of nurse patient relationship, and the penetration of humanistic care.

2.2 Clinical teaching ability of teaching teachers needs to be improved

In the clinical teaching of medical specialty, there will be some problems, such as the shortage of teachers, the lack of expression ability

and education ability of teachers. In addition, due to the constraints of traditional ideas, teachers often ignore the subjectivity of students. In actual teaching, teachers fail to build a harmonious relationship between teachers and students, which restricts the improvement of clinical teaching quality.

2.3 The clinical teaching method used is relatively simple

In the past clinical teaching of medical specialty, the teaching teachers mainly used the mode of demonstration and explanation. The stereotyped mode made the teaching atmosphere too boring and could not arouse students' interest in learning, which was unfavorable to improve the quality of clinical teaching. And with the continuous progress of education reform, the traditional single teaching method has been unable to meet the current development requirements of clinical teaching.

3. Discussion on the reform of clinical teaching methods in medical specialty

3.1 Applying information technology to innovate clinical teaching form

With the rapid development of information technology, the technology is widely used in the field of teaching. At this time, teachers can apply information technology, innovate the clinical teaching form, and construct a new teaching form of "information technology + clinical teaching". This will not only break through the limitations of time and space, but also significantly enhance students' learning autonomy. Continuously optimize the clinical teaching methods of medical specialty, and promote the combination of online and offline teaching, so that the teaching teachers can better supervise students to complete clinical tasks, and also can timely test their clinical effects, so as to avoid the situation of dealing with problems. In addition, the "information technology + clinical teaching" has relatively small requirements for space, which can make clinical teaching more open, vivid and diversified, and can effectively transfer the basis of clinical theory and practical skills to students to ensure that they understand the teaching content thoroughly. Therefore, teachers can use the form of "information technology + clinical teaching" to innovate the clinical teaching methods of medical specialty, which can make up for the shortcomings of traditional teaching, fully highlight the enthusiasm of students in clinical teaching, promote their active participation in clinical teaching, and effectively improve the efficiency of clinical teaching of medical specialty.

3.2 Integrating humanities into clinical demonstration and enhancing students' Humanistic Consciousness

In the clinical ward inspection, students can have a profound experience of the actual diagnosis and treatment process, increase their understanding of the effect of humanistic care, and arouse students' resonance at the emotional level, which can not only enhance their empathy ability, but also significantly improve the clinical teaching effect. For example, in the face of the patient's unwillingness to cooperate with the clinician's work, the teaching teacher guided the students to carefully observe the patient's performance, and started a conversation with the patient. It was found that the reason was that the patient's personality was more withdrawn, he had mild psychological disorder, and he often felt that the people around him were not kind to him, so he would instinctively reject when facing various examinations and treatments. However, as clinicians, they need to listen to their complaints patiently and respond accordingly in the process of patients' narration, so as to close the relationship between patients and themselves. They are willing to follow the doctor's advice and actively cooperate with various clinical work. Through the form of teaching by words and deeds, the teaching teachers integrate the consciousness of humanistic care into the clinical demonstration, which can have a far-reaching impact on the formation of students' humanistic quality and humanistic care, and then promote the quality of clinical teaching to be significantly improved.

3.3 Innovating clinical teaching practice form and improving students' practice level

In clinical teaching practice, in addition to appropriately increasing the proportion of practical teaching, teachers can also take full advantage of the advantages of information technology to build a clinical teaching practice platform, guide students to master and use network communication tools to carry out clinical teaching practice activities anytime and anywhere, so as to significantly improve their clinical practice level. For example, teachers can use network communication tools to discuss nursing cases, which can not only consolidate the theoretical basis of students, but also promote students to effectively internalize the professional knowledge they have mastered. Secondly, in order to further enhance the effect of clinical teaching practice, teachers can organize various forms of practical activities according to the teaching content. For example, teaching teachers can regularly hold clinical skills competitions to enable students to internalize the clinical theoretical knowledge they have mastered in the process of preparing for the skills competition, which can enable them to accumulate practical experience and lay the foundation for improving the practical effect of clinical teaching.

3.4 Establish and improve teaching evaluation to improve the pertinence of clinical teaching

In the clinical teaching of medical specialty, teaching evaluation is not only for students' clinical medical theory knowledge, but also need to add other evaluation items. For example, under the current social development situation, higher requirements are put forward for the professional ethics of medical workers. If they fail to have a strong professional ethics, they will often cause some adverse social events, which fully shows the importance of professional ethics for medical workers. In the clinical teaching evaluation of medical specialty, teachers need to integrate the professional ethics, humanistic care consciousness and other evaluation indicators based on the evaluation of students' clinical theory and practice level, so as to give students comprehensive and objective evaluation results in the clinical teaching. In addition, in order to improve the effectiveness of clinical teaching evaluation, it is not enough to enrich the evaluation indicators. It is necessary to innovate the clinical teaching evaluation mode and build a "process + summary" evaluation mode, which can sort out and examine the overall theoretical and practical ability of students throughout the semester or the whole academic year. At the same time, it is also convenient for teachers to adjust the teaching process of clinical teaching according to the evaluation results, so as to effectively improve the quality of clinical teaching.

3.5 Strengthen the strength of teaching resources and enhance the overall effect of clinical teaching

The teaching staff is the key to promote the reform of clinical teaching methods in medical specialty, which is directly related to the improvement of clinical teaching quality. Therefore, when carrying out the clinical teaching method of medical specialty in Colleges and universities, we should strengthen the teaching resources and build a “double tutor” teaching team, which is mainly composed of clinical medicine teachers and teaching teachers. In this way, not only professional teachers and teaching teachers can cooperate together, so as to enhance the quality of clinical teaching, but also strengthen the strength of the teaching staff. Secondly, the “double tutor” can promote the teaching teachers to have a thorough understanding of the clinical development trend, actively optimize the clinical teaching content, and then improve the pertinence of clinical teaching. In addition, when building a “double tutor” team, the school should also reasonably arrange the teaching time of professional teachers and teaching teachers to avoid the conflict of teaching time. Professional teachers should also take the initiative to communicate with teaching teachers, so that they can achieve in-depth interaction. In this way, the comprehensive quality of teaching teachers can be improved, and then the professional knowledge can be accurately explained to students.

Summary

In a word, in the clinical teaching of medical specialty, as the guide for students to carry out learning activities, teachers need to actively reform the teaching methods of clinical teaching, so as to improve the quality of clinical teaching. Therefore, the school can start from the following aspects: applying information technology to innovate the form of clinical teaching; Integrating humanities into clinical demonstration to enhance students’ humanistic consciousness; Innovate the practice form of clinical teaching and improve the students’ practice level; Establish and improve the evaluation of clinical teaching, and improve the pertinence of clinical teaching. In this way, it can effectively mobilize students’ learning enthusiasm, and then lay the foundation for the improvement of their clinical professional level.

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