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Exploration on the Reform of Teaching Mode of Clinical Pharmacotherapeutics based on Teaching Experience

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Abstract: Clinical pharmacy therapeutics is a comprehensive subject with strong applicability and practicality. It is intertwined with knowledge of pharmacy, medicine and other disciplines, and its teaching is relatively difficult. Therefore, the teaching mode is explored by reflecting on the teaching experience. In order to improve the teaching quality of clinical pharmacy therapeutics and the quality of clinical pharmacy personnel training, in order to adapt to the changing clinical needs.

Keywords: Clinical Pharmacotherapeutics; Teaching Experience; Teaching Mode; Reform.

1. Introduction

Clinical pharmacotherapeutics is based on the drug treatment of common diseases in various clinical systems. It first outlines the etiology, pathogenesis and clinical symptoms of the disease, and focuses on the principles of drug treatment, the classification of therapeutic drugs and the various types of therapeutic drugs. It is a comprehensive discipline with strong applicability and practicality [1], which basically reflects the current status, level and latest progress of drug treatment. In addition, with the development of society, the continuous advancement of science and technology and the cross-infiltration between disciplines, the research content of clinical pharmacotherapeutics is the central course in the training of clinical pharmacy professionals [2]. The requirements for the cultivation of students' comprehensive quality and innovative ability are also increasing day by day. How to further improve the teaching quality of clinical pharmacotherapeutics is discussed as follows.

2. Strengthen the Training of Teachers' Teaching Quality

2.1. Continuously Improve the Professional Quality of Teachers

With the development of modern teaching, teachers' teaching ability and teaching quality have become the key factors affecting the quality of teaching [3]. Therefore, it is necessary for teachers to gradually enhance their service awareness and professional thinking in teaching practice [4]. As a clinical pharmacist, teachers should give full play to their professional advantages, continuously develop and strengthen their own ontological knowledge through continuous learning and clinical practice, gradually improve their own knowledge system, and improve their knowledge level in depth and breadth. What", how to teach. By participating in special lectures, online education, teaching exchanges, and observation and learning, etc. [5], students can learn and comprehend lessons and form their own teaching mode content. They can also master the clinical diagnosis and treatment of diseases and serve as clinical pharmacists through theoretical study. They should have the theoretical knowledge and clinical skills of pharmacy, and master the teaching content of pharmacy consultation, pharmacy ward rounds and medication education. Through a series of studies, we can find gaps, learn from each other's strengths, and absorb the essence, so as to indirectly accumulate teaching experience and constantly improve our clinical professional quality and teaching ability.

2.2. Carefully Prepare Lessons and Integrate Innovative Teaching Content

Carefully study the teaching syllabus and read the teaching materials thoroughly, so as to clarify the arrangement and coherence of the chapter content, and then read each part of the syllabus accurately and carefully, familiarize yourself with the key points and difficulties of each chapter and each lesson, thoroughly understand the teaching materials and fully understand the teaching content, so as to ensure the quality of teaching. In addition, teachers should also strengthen their mastery of teaching plan writing, make lecture slides, use multimedia teaching to improve teachers' teaching level and teaching ability, and increase the vividness and interest of classroom teaching [6]. In the process of transcribing and making, be able to familiarize yourself with the teaching purpose and teaching content requirements of the chapters, grasp the teaching content and time arrangement, and the important and difficult points. Finally, reform, integration and innovation are carried out on the teaching content, so that students have a systematic and comprehensive knowledge structure of the content of the textbooks they have learned, and avoid being limited to individual chapters or drug treatment of a certain systemic disease. For example, when teaching a monograph course that mainly focuses on the application of drug therapy in different systemic diseases, select several typical representatives as teaching examples, prepare some clinical cases, discuss their relationship, and analyze the application of drug therapy in systemic diseases. This will not only arouse students' interest in learning, but also enhance students' enthusiasm for learning.

3. Reform of Multiple Teaching Modes to Improve the Quality of Classroom Teaching

For the teaching work of clinical pharmacotherapeutics, teachers not only need to have profound pharmaceutical knowledge and a comprehensive clinical knowledge system, but also need a variety of teaching modes to meet the current development needs. However, the monotonous and

generalized teaching mode in the traditional sense is no longer suitable for modern teaching. Only by changing the design of teaching objectives, teaching content and teaching methods to change the type of thinking can we better cultivate students' learning ability and ability in all aspects. Comprehensive ability [7-8]. At present, various new teaching methods are constantly replacing the old ones, and are applied to the teaching of modern medicine-related disciplines; of course, the course professors of clinical pharmacotherapy can also learn from such teaching methods. Such as "problem-centered teaching", "case-based teaching", and "role-reversal teaching", breaking the traditional teacher-centered teaching mode, encouraging students to lead learning, discovering and solving problems independently, so as to achieve the ideal classroom teaching effect.

3.1. Taking Students as the Main Body, Cultivating Students' Enthusiasm and Initiative

The teaching form can be changed through the exchange of roles between teachers and students and the student-centered model, so as to guide students' enthusiasm and initiative in learning to the greatest extent. For example, in teaching, students are allowed to form their own groups, and the process of teaching plan writing, courseware making and teaching has been carried out successively. Teachers watch and review on the spot. This will not only allow students to actively acquire and apply knowledge, but also enable students to have a deeper understanding of clinical the role and use of the discipline of pharmacy, which is conducive to the cultivation of high-level pharmaceutical talents. Through this kind of interactive learning, students are the main body, which greatly increases students' enthusiasm and initiative in knowledge construction.

3.2. Teaching Technology Innovation to Improve Teaching Effect

At present, the rapid development of computer technology has brought about multi-level changes in the reform of education and teaching in colleges and universities; multimedia has become the main means in the teaching process of colleges and universities [9]. Introduce new technical tools and methods in the teaching process to improve teaching effects and promote students' learning. For clinical pharmacotherapy, applying multimedia teaching technology to course teaching can make the traditional teaching process more vivid, clear, but also enable students to obtain more and more extensive subject information within a certain period of time. The clinical cases in the teaching can be vividly, clearly and intuitively presented in the eyes of the trainees through the video, which is easy to understand, improves the teaching quality, and enriches the teaching content. However, the frequent use of multimedia teaching in teaching activities also has a negative side; such as distracting students' attention, excessive classroom teaching knowledge points are not conducive to students' digestion and absorption, and there are problems in the quality of teaching courseware, etc. Therefore, the following suggestions are made on how to control multimedia teaching technology and improve the teaching effect of multimedia teaching.

3.2.1. Optimizing the Interface Quality of Multimedia Teaching Courseware

Although multimedia teaching reduces the burden on teachers on blackboard writing, but its interface design is too mixed, which is not conducive to teachers' explanation of knowledge points. For example, too many pictures, video files, and sound files are used in the production of multimedia courseware, which not only fails to achieve the desired teaching effect, but also makes students pay attention to non-teaching content to a certain extent, distracting students from learning. Therefore, in order to improve the on-site teaching effect of the course, the quality of the multimedia teaching courseware must be optimized. For example, the teacher should arrange corresponding and appropriate text or pictures for the teaching content, and match the appropriate interface color, sound and animation, etc., and the collocation should be to the point, and it should not be mixed; Based on the best courseware, choose the advantages and disadvantages, and improve the deficiencies, starting from the purpose of stimulating students' interest and learning, the designed multimedia courseware is more suitable for course teaching, so that teaching complements each other.

3.2.2. Simplify the Content of Multimedia Presentations and Grasp the Primary and Secondary

To a large extent, multimedia teaching is by no means simply copying electronic teaching plans. If it is simply to let students turn their eyes from books and blackboards to multimedia screens, then this kind of teaching is equivalent to the traditional blackboard teaching mode in a certain sense. It is true that during multimedia teaching, students will be dazzled by too fast and too much information. On the one hand, students' attention will not only be distracted, but also, they will not be able to familiarize themselves with the teaching knowledge, and they will have no time to integrate and analyze the knowledge they have learned. One-step knowledge storage. Therefore, when conducting multimedia teaching, attention should be paid to the practicability, simplicity and clarity of multimedia courseware production; at the same time, blackboard writing should be used to present important and difficult content, so as to not only inherit the essence of traditional teaching, but also integrate traditional teaching The knowledge that is difficult to present on the blackboard is expressed in animation and other ways, which enables multimedia teaching and traditional teaching to make good use of each other's strengths and avoid weaknesses.

4. Pay Attention to Clinical Teaching Practice and Cultivate Students' Comprehensive Ability

Clinical pharmacy education should insist on facing hospitals and patients, and promote the integration of production and education [10]. Therefore, clinical teaching is an indispensable part of course teaching, and case teaching plays an important role in the process of clinical practice teaching. What is learned on paper is always superficial. Only by in-depth practice and mastering the basic methods and basic skills of clinical analysis can theoretical knowledge no longer wander on paper; in this way, the theory can be verified and consolidated in practice. At the same time, students analyze problems, The ability to solve problems has been qualitatively sublimated on this basic level. In clinical practice, instead of simply copying theoretical knowledge but integrating it into the research and practice of clinical pharmacotherapeutics [11-12], it is to reflect on the selection of drugs through in-depth clinical analysis of various clinical indicators of patients in the standard case model. The

principle and the mechanism of drug treatment are seamlessly connected with professional knowledge; this not only strengthens the various qualities of students, but also the exploratory analysis and thinking of the process research is conducive to tapping students' interest in learning, and it is also an effective way for students majoring in clinical pharmacy to master clinical drugs. An important training method for therapeutic content.

Clinical pharmacotherapeutics aims to cultivate the theoretical and practical ability of medical students for drug treatment, so that they can rationally apply drugs in clinical practice, achieve the best therapeutic effect, and ensure the safety of patients. At the same time, clinical pharmacotherapeutics is also closely related to other clinical disciplines, such as internal medicine, surgery, pediatrics, etc., to assist comprehensive diagnosis and treatment and individualized treatment. Under the new form, the continuous development of pharmacy is catalyzing the development of clinical pharmacy education. As a professional teacher of this course, he not only needs to comply with the development requirements of education in the new era, but also should continue to explore and strengthen the depth and depth of his own knowledge reserve for a long time. breadth, so as to improve their own teaching quality and meet the teaching schedule requirements. The reform of the teaching mode of clinical pharmacotherapeutics should focus on the cultivation of students' active participation and practical ability, emphasizing problem-solving ability and interdisciplinary cooperation, teaching in combination with actual clinical situations, and providing more learning resources and tools with the help of information technology. In order to cultivate medical talents with solid theoretical knowledge and clinical application ability.

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