The Research of Experiment Teaching Mode Based on the Training Goal of Stomatological Students Competence

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ABSTRACT
In order to improve the abilities and skills of stomatological students to help the students complete professional role conversion quickly after graduation, and to cultivate oral medical applicable talents, the oral experimental teaching to undergraduates is required. Using clinical typical cases, simulated patients and animal model of simulated patients such as comprehensive a variety of means and methods, to build the mode of stomatological experiment teaching simulation clinical experiment teaching, in the process of simulation of the clinical diagnosis and treatment of patients to complete the experiment teaching, liberal education is embodied in the teaching has always been, and in the process, comprehensively promote the students’ knowledge, ability, quality, potential and the consciousness of innovation.
1 Update Idea

Paying attention to humanities education, students from the sense of mission and responsibility to start, to stimulate students interest in learning, to explain the learning method, enables the student to have the continuous learning ability, pay attention to the cultivation of students’ innovation consciousness in teaching, practical problems from the start to allow students to consider methods to solve practical problems from different angles, emphasize with the development of society, means for medical method, will be innovative development, constant, and not immutable and frozen.

2 Reform of the Teaching Curriculum System

Integrate and optimize the existing curriculum compression, increase clinical practical courses and experimental courses proportion, explain the part of the traditional theory into the practice teaching experiment, focus on linking theory with practice, to explain to clinical application as the center, taking students competency training and solving the suffering of the patients for the purpose. Reduce the theory course proportion, encourage the students to learn by themselves and in the experimental teaching on clinical actual patient questions for study, strengthen learning ability at the same time. Increasing the students’ basic skills courses, students’ understanding of the basic knowledge is improved and the practical ability is strengthened.

3 The Construction of Reasonable Experiment Teachers Team

Overall the existing human resources, to achieve team of experimental teaching including the experiment teaching, laboratory technician, and laboratory management. The design team of experiment teaching team is the experimental teaching; the implementation team is also the experimental teaching, or teaching reform experiment research team. The rational of the experiment teachers team is not only the discipline of professional team but also the blending among subjects, such as oral surgical team, in case discussion with other teams, such as professional basic course of young teachers to participate in, the specialty basic and clinical case closely, principle students use the knowledge in the discussion of professional knowledge, and cultivate the young teachers will basic courses and clinical practice, there are basic teaching objective, the basic teaching better to solve clinical services, to increase the experience and teaching experience of the clinical. At the same time considering teaching team academic structure, professional title structure, knowledge structure and age structure factors make teaching staff training programs, in order to ensure the stability of experimental teaching staff and sustainable development.

4 Discussing the Mode of Experiment Teaching Simulation Clinical Experiment Teaching

Construction Clinical Laboratory of Simulation Clinical Practice, chair position operation station completely in accordance with the actual situation arrangement clinical consulting room, equipped with simulation of clinical nurses (nurses can undertake, students can also undertake nursing students), the simulated patient, doctor student group simulation. According to the outline, we design the experiment, which content to real clinical cases as the center with the complaints of the patient, the medical history, examination results. Students who make in groups which represents doctors identify the need for a comprehensive analysis of the auxiliary examination, diagnosis, treatment plan design, each step is to have the theoretical basis, discuss treatment options according to the treatment plan for operation in the simulated patient object, matters needing attention after treatment orders or enjoined patient. Then we discuss the process of diagnosis and treatment and evaluate the therapeutic results.

4.1 Design of the simulated patient

Design of the simulated patients include the following three aspects:
Clinical case: Firstly, the representative (according to the outline, select the clinical common, multiple cases); Secondly, the moderate level of difficulty (diagnosis and treatment of difficult easy degree for students).
Training the simulated patient model: Firstly, the staff (training of teachers, students, experiment staffs simulated patient model experiment), Secondly, contents (simulated patients’ chief complaint, patient history, training of reflection in treatment).
Design the simulated patient model: Firstly, the bionic simulation-oral imitation heads model; Secondly, the patient model animal model; Thirdly, computer simulation; Fourthly, the patient simulation model of students; Lastly, the patients (voluntary).

4.2 Screening of clinical cases

According to the definite experiment project and the research, demonstration, summary, analysis, examination above, select cases that is representative and can giving top priority to function and whose difficulty is suitable for students. The bionic simulation, simulated head model, animal oral simulation, the patient model, computer simulation and simulation of the organic combination of
students’ patient model. Oral surgery animals simulated patients.

4.3 The animal simulated patient model

By (according to clinical cases) the organic combination of the model of designed animal simulate patients’ oral surgery and training simulation patients and the uniform of researching clinical practical cases, simulate patients and animal simulated patients models surgical together, show the clinical practical patients’ real situation, so that the students will have the feeling of be personally on the scene and feel that the doctors are themselves who communicate and understand the suffering, mentality and requirements of the patients and families. Then cultivate their compassion, responsibility and sense of mission. Such as the experimental courses that simulate cleft lip operation by the heads of pigs which make surgical model of pigs simulation of cleft lip patients. The courses make the theory that is difficult to explain be grasp by students quickly and easily through model. In the courses, students simulate patients’ complaints and present illness; check up the diseases, diagnose, make the treatment planning; check up and discuss the organization before operation; disinfect, drape and fixed point according to the type of operation; then carry on the operation of cleft lip patients simulated by pigs, bind up and give postoperative instructions to the patients. Through the courses of simulation of clinical patient and reviewing the basic knowledge of the development of embryonic and professional knowledge of sequential therapy of cleft lip, the students have mastered the basic method of operation of cleft lip and trained the basic oral and maxillofacial surgery operation-disinfection, drapes, incision, separation, suture, knotting, and shear line. What’s more, the students’ surgery basic skills are strengthened. In the courses, the students are required to comply with the process of the operation of clinical patient strictly to cultivate their aseptic concept. In order to remind students of the whole body of patient and simulate the real feeling, simulation anesthesiologist is equipped for observation of the patient in the experiments of the simulation of patients. Sum up the shortcomings of the type of current operation, encourage students to innovation, exploration and strive for better repair effect.

5 Pay Attentions to the Comprehensive Cultivation of Knowledge, Ability, Quality, Potential and Innovation

Medical education is the elite education which requires high quality, wide range of knowledge and comprehensive ability. To analyze the actual problem, remove the patient’s painful process, bring up students’ basic clinical skills, knowledge, ability, quality, and innovation potential of comprehensive development in the process, complete the role transition from medical students to doctors and cultivate the student’s ability to competent, oral surgery simulated patients combine the basic knowledge that learned before with professional knowledge and put them into application.

5.1 Pay attention to the understanding and application of knowledge

The content of medical theory need to be grasped is vast; so much pressure is put on students. If reading without thinking, it is easy to forget. Understanding and practice is the best way to learn medical knowledge and the goal of mastering and applying knowledge can be achieved by solving actual questions. The experimental teaching simulates patient with cleft lip via snout model, from which students can not only review the basic theory, basic knowledge and apply professional knowledge, but also analyze and diagnose the disease comprehensively. Therefore, students get hold of the axiom, procedure and methods of diagnose and can be confident in the treatment so that they can understand how and why.

5.2 Pay attention to the training of ability

Oral medicine is a profession of great practicalness, operation and individual treatment. Dentist is not only the designer of the patients’ treatment, but also the implementation of treatment design. Therefore, it is the very elect ability and skill that assure the implementation of treatment design, or it will be useless to release the pain of patients and unable to achieve oral work. The experimental teaching (such as pig with cleft lip modeling patients with cleft lip), trains students’ ability of communicating with “patient”, knowledge application, analyze and solve problems and continuous learning. In the treatment, the ability of operation and cooperation with assistant are cultivated. Fundamental skill is mastered and normalized. Meanwhile, the teaching encourages students to contemplate new methods and thinking, also cultivates students’ innovation capacity.

5.3 Pay attention to improving the quality

Doctor with benevolence should have excellent morality and significant psychological quality. The experiment teaching let students’ percept sufferings and pains of patients and their families understand the loss of error diagnosis and treatment and irregular operation bringing to patients and also enhance students’ sense of responsibility. In the simulation operation, courage, patience, perseverance and spirit of undertaking are fostered to have students be more competent.

5.4 Pay attention to the development of potential

The rapid development of medicine and fast updating of knowledge and technology require students to have certain developmental potentiality, at the same time, pay attention to cultivate divergent thinking, the volition and ability of challenging and the ability of
undertaking troubles. In the experimental teaching, questions should be put forward frequently. Therefore, students can learn how to learn in searching for the methods of solving questions and summarize and introduce experience in the class, which can improve the learning potentiality. When settling a matter, students are advocated to contemplate from different directions, approaches and perspectives, are reminded of associating and are required to figure out problems with various answers so that divergent thinking is cultivated.

5.5 Pay attention to innovation ability

Innovation is the soul of a nation’s progress. The experimental teaching can not only cultivate students’ oral clinical skills, but also cultivate observation and the ability of problem finding, problem solving and creative thinking in this process. In the treatment, teachers should pay attention to the methods of diagnosis and interpretation of progress. Students should be warned that everything is changing and there is no authority, especially in medicine. We need to constantly explore, discover and solve problems and innovating continually as the sort of disease is changing with the development of mankind. With development and variety of disease diagnosis, the sense of the innovation can be inculcated. It is advocated to deliberate the matters from different directions, ways and perspectives and reminded to associate. It is wise to inspire students solve problems with various answers by imaging and opening up. Every subtle change students made should be encouraged and praised to promote the spirit of innovation. When simulating diseases of unknown etiology or poor treatment effect, the information that the scenario of medicine is waiting for you, the master of prospective medicine, enables students engender the sense of responsibility and duty of innovation. It is necessary to emphasize that with the help of teachers, adding up to the progress of society; students are definite to surpass teachers so that their confidence of innovation can be encouraged. The innovation concept, innovation consciousness, innovation confidence, innovation spirit and innovation ability of students can be generally enhanced in the experimental teaching.

6 Combining Humanistic Education and Stomotological Teaching From Start to Finish

The fundamental purpose of humanistic education is to promote the educated human realm, the ideal personality and individual and social value realization. So does our medical education, training medical workers is based on cultivating people. We should integrate the medical professional education and the humanistic education which is decomposed, and make the humanistic education as the soul of medical education. Through the experimental teaching in the simulated patient, students can learn some foundation, professional and cultural knowledge, and understand the sense of responsibility and mission from the teachers’ educating and the medical environment, and fully understand, humanity ascend, knowing and doing unified from the profound teaching practice experience and the culture influence such as understanding, support, and concerned, more profound understanding of the oath of a medical student, purposeful, conscious learning professional knowledge, to be a medical student who is capable for their future occupation.

Oral education is order to train the oral professionals who are able to relieve the pain of oral disease; therefore, we must proceed from the reality of the social demand, further research, change the teaching mode, and improve the students’ competence, which enables our students a better service to patients, to serve the purpose of social education.

Project:

Key teaching reform project of Huzhou Teachers College in 2013 (JGA1304)

References