

# Application of Task-Driven Teaching Method in TCM Scientific Clinical Practice

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**Abstract:** In the learning process of traditional Chinese medicine students, Internal Chinese Medicine, as a professional course of traditional Chinese medicine, not only exercises the clinical thinking ability of medical students, but also effectively improves the clinical application ability of medical students. Clinical internship is a combination of theory and practice, so that medical students can extend the certain degree of depth and breadth through the series of practical activities such as ward rounds and patient condition diagnosis, which is of great significance to improving the professional skills of medical students. Task-driven teaching method can increase students' ability to learn independently, effectively promote students to take the initiative to think, and improve the effectiveness of students' clinical internship. This inquiry mainly addresses the application of task-driven teaching method in the scientific clinical internship of traditional Chinese medicine.

**Keywords:** Task-driven teaching method; traditional Chinese medicine internal science; clinical internship

As a professional course of traditional Chinese medicine, clinical medicine internship is to combine theory with practice, expand the theoretical knowledge in the book to a certain extent, and improve the skills of medical students, so as to ensure that doctors can assume the responsibility of rescuing the dying and healing the wounded in the future work[1]. In recent years, the teaching of the clinical internship of TCM internal medicine is fully applied to the teaching of the Internal Science of Traditional Chinese Medicine, so that students are assigned to the affiliated hospital to exercise the clinical thinking ability of medical students through a series of practical activities, such as ward rounds and patients' condition diagnosis, and effectively improve the clinical application ability of medical students[2]. Due to students leaving school for the first time, lack of clinical experience, unable to integrate theoretical knowledge into clinical operations, resulting in poor learning results. The teaching effect of task-driven teaching method has significantly improved the clinical internship of TCM internal medicine.

## 1. Analysis of the Factors Affecting the Clinical Internship

In order to enhance students' ability to make independent learning, and effectively promote students to take the initiative to think, it can be effectively used in the clinical internship of TCM internal medicine, so as to improve the effectiveness of students' clinical internship to the greatest extent. In order to provide enough opportunities for the students for clinical practice, the school leaders decided, in consultation with the relevant personnel of the affiliated hospital, to arrange two clinical internships twice a week. According to different classes, they will go to the hospital in groups of time. The hospital leaders will arrange professional medical staff to teach the students the operation skills such as consultation, ward rounds and diagnosis. Combining theory with practice, the theoretical knowledge in books is extended to a certain extent in depth and breadth. However, in the actual operation process, the factors affecting the clinical internship are now analyzed.

### ***1.1. Limited Hospital Resources***

At present, the number of students in the College of Traditional Chinese Medicine is increasing year by year. A total of 298 students study Inscience in Traditional Chinese Medicine this semester, and clinical internships are arranged twice a week. Due to the limited number of medical staff participating in the teaching in the affiliated hospitals, the clinical task is heavy. The number of students that the medical staff in each professional are responsible for teaching is excessive, which affects the effect of clinical internship to a certain extent. And the first students to the clinical, insufficient experience, easy to cause the contradiction with patients. "Internal Science of Traditional Chinese Medicine" has a strong professional nature, and the hospital resources are limited, which cannot make the quality of clinical internship for each student guaranteed[3].

### ***1.2. Students' Energy is Limited***

As a professional course extremely important to TCM students, Traditional Chinese medicine requires students to pay a long time of efforts and accumulate a lot of clinical experience to combine the theory and practice in the textbook. However, students' learning task in school is heavy and their energy is limited. In a short time, the theoretical knowledge in the book can not be extended to a certain extent in a depth and breadth. At present clinical pay more attention to integrated traditional Chinese and western medicine, want to a real sense of patients have a complete series of analysis, not only need the knowledge of traditional Chinese medicine, also need to accumulate a lot of relevant knowledge of western medicine, due to the student learning time is short, the knowledge is not comprehensive, causing great obstacles to clinical internship.

In order to make the traditional Chinese medicine clinical practice to achieve a good results, the distribution of teaching personnel, students learning content for more scientific and humanized management, enhance the students first clinical experience, make the clinical trainee plays a real role, should pay attention to the use of task-driven teaching method in traditional Chinese medicine clinical practice, combining the theoretical knowledge on the textbook and clinical practice[4].

## **2. Application of Task-Driven Teaching Method in Clinical Internship**

### ***2.1. Set an Objective***

The lack of cognition of internal medical diseases before students' clinical internship, due to the insufficient learning of medical knowledge, unable to fully grasp the symptoms of clinical patients. When in the face of atypical symptoms of clinical patients are easy to lead to diagnostic thinking confusion, unable to give an accurate diagnosis. Due to the limited number of medical staff participating in the teaching in the affiliated hospital, the students have a heavy learning task in school, and their energy is limited, and the theoretical knowledge on the book cannot be extended to a certain extent in a short time. The allocation of teaching personnel and learning goals should be formulated more scientific and humanized[5].

### ***2.2. Pre-Clinical Trainee Preview***

Students in the first contact with clinical symptoms, easy to lead to diagnosis confusion, unable to give an accurate diagnosis. And the internal science knowledge is complex, in the students need to find from their own weaknesses and shortcomings before the clinical internship. The cases were analyzed in advance, and understand the theory in the Inscience of Traditional Chinese Medicine, record the doubts about the theoretical knowledge, and study for advice. Previewed cases before clinical internship, the patient's medical history is analyzed, checked in detail in the process of ward rounds, the patient's condition is analyzed, and the treatment method is formulated.

### ***2.3. Communication in the Clinical Internship***

The teacher has rich clinical experience and can explain the students in patience and detail for the typical symptoms of the patients in the department. Let the students realize that the next clinical and book learning is different. The clinical diagnosis needs to integrate the knowledge of various disciplines in the book together, and the dialectical thinking needs to jump out of the content taught in the book "Internal science of Traditional Chinese Medicine". Attention should be paid to the exercise of

medical students' clinical thinking ability of medical students and improve the clinical operation ability of medical students. Take the initiative to communicate with the teaching teachers, carefully seek for teaching, and practice frequently, and think and learn more independently while teaching teaching teachers[6-8].

#### **2.4. Summary after the Clinical Internship**

The school has added a clinical internship to improve the professional skills of medical students in advance to ensure that doctors can shoulder the responsibility of helping the wounded and rescuing the dying in the future work. After the clinical internship, students should analyze and think about the content of the Internal Science of Traditional Chinese Medicine according to the explanation of the teaching teacher[9-11]. The medical staff with the education evaluated and scored the performance of the students' internship after the internship.

### **3. Conclusion**

Task-driven pedagogy is a scientific teaching method, where students learn with the task and make the task be solved with the help of professionals. Through the guidance of professionals, with students' independent analysis as the center, to exercise medical students' clinical thinking ability, independent and active learning ability.

The clinical internship of traditional Chinese medicine is to combine theory with practice to expand the depth and breadth of the theoretical knowledge in the book "Internal science of Traditional Chinese Medicine". Students assume the responsibility as a doctor for the first time, truly realizing the importance of mastering the comprehensive and flexible use of medical knowledge. Due to the limited resources of the affiliated hospitals, students' energy is limited, the use of task-driven teaching method, enhance students' independent learning ability, promote students' independent syndrome differentiation thinking, and bring significant improvement to the clinical internship teaching effect of traditional Chinese medicine[12-13].

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