

Study on the Strategy of Improving the Classroom Teaching Quality of Basic Pharmaceutical Care

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ABSTRACT. *Based on the professional ability oriented project-based pharmaceutical care teaching, clear the teaching objectives, improve the overall design of the curriculum, compile the teaching materials that meet the requirements of the project-based teaching; use the post based curriculum unit design and teaching process; use the assessment method corresponding to the project-based teaching, reform and practice the pharmaceutical care curriculum teaching, and take Good teaching effect. Therefore, project-based teaching is an effective way to improve the quality of pharmaceutical care teaching.*

KEYWORDS: *Pharmaceutical care; Project-based teaching; Curriculum reform*

1. Introduction

With the improvement of people's living standards and the constant pursuit of health, the public pay more and more attention to the problem of rational use of drugs, pharmaceutical care has also been more and more attention. The term "pharmaceutical care" originated in the 1970s, and its concept originated from the idea of "being responsible for drug use, so as to be different from the previous simple drug dispensing work". Specifically, pharmacists apply pharmaceutical expertise to provide the public with direct and responsible technical services related to the whole process of drug treatment. Including providing medical staff, patients and their families with information and guidance on drug selection, drug use, drug safety, etc., to help patients improve the safety, effectiveness, compliance and economy of drug treatment, so as to ultimately achieve the purpose of improving and improving the quality of human life. However, at present, the development of pharmaceutical care in China is not satisfactory. One of the most important reasons is that there is a lack of pharmaceutical care talents in domestic medical institutions. Many pharmaceutical workers fail to fully accept and systematically study the theoretical thinking of pharmaceutical care, fail to integrate the theory with the actual work in China, and still need to innovate and develop the theory. Breach. The basic reason for this situation is that at present, the pharmacist education in China

lacks the pharmaceutical talents and training mode with professional basis and suitable for carrying out pharmaceutical care.

2. Strategies for Improving the Quality of Basic Pharmaceutical Care Classroom Teaching

2.1 Define the Teaching Objectives, Improve the Overall Design of the Course, and Compile Teaching Materials That Meet the Requirements of Project-Based Teaching

Pharmaceutical care itself is a relatively new concept. At present, the domestic academia has not yet established a pharmaceutical care work model that can adapt to different objects, and has not yet formed the norms and evaluation standards of pharmaceutical care work. The practice of pharmaceutical care in various medical institutions is also in the stage of continuous exploration and improvement. This makes the theoretical teaching of pharmaceutical care, on the one hand, keep up with the pace of practice, update the content, and try to ensure the seamless connection with practice; on the other hand, try to build a complete knowledge and theoretical system, so that students can systematically grasp relevant knowledge and improve learning efficiency. This undoubtedly puts forward high requirements for the selection of teaching contents and the compilation of teaching materials of pharmaceutical care.

Therefore, in the course content construction stage, based on the extensive questionnaire survey of hospitals, social pharmacies, community health service stations and other pharmaceutical enterprises and institutions, we invited the deputy chief pharmacists from the third level hospitals and chain pharmacies and experts at or above the level to carry out professional symposiums and decompose the pharmaceutical professional post tasks. In the compilation of teaching materials, we have organized the backbone teachers of our school and the backbone pharmacists of Pharmacy Department of collaborative hospital to work together to compile teaching materials. In short, from the development, design to completion, this course has the deep participation of industry experts. Through the close cooperation between schools and enterprises, it embodies the development concept of modern higher vocational education curriculum[1].

In terms of the selection of teaching items, we have selected: (1) drug allocation; (2) drug acceptance, storage and delivery; (3) drug consultation; (4) intravenous infusion preparation; (5) hospital preparation; (6) auxiliary work of clinical drug delivery scheme design and blood concentration detection; (7) adverse drug reaction monitoring; (8) drug retail as our project-based teaching. With this as the core, we have compiled textbooks. At the same time, after the use of the textbook itself, we will add, delete and revise the edition according to the new problems and methods in practice every year, and strive to keep pace with the times and keep pace with the practice[2].

2.2 Curriculum Unit Design Based on Post Work

(1) Theoretical Teaching

At this stage, we do not deliberately pursue the breadth and depth of knowledge content, what we need to learn, and take “enough, practical” as the degree to lay the foundation for students' post practice. In this process, we use role-playing cooperative learning, case analysis, problem guidance, group training, reading report and other forms of teaching. These learning methods have their own advantages and can be used comprehensively, which is helpful to improve the comprehensive ability of students from different perspectives and strengthen the practicality of pharmaceutical care teaching. For example, the two forms of role-playing cooperative learning and reading report meeting are mainly used to train students' language expression ability and communication ability of pharmaceutical care in terms of pharmaceutical professional terms, as well as their ability of querying pharmaceutical professional information and comprehensive analysis. In many projects, such as “pharmaceutical information service and medication consultation” and “adverse drug reaction monitoring”, we mainly use these two teaching methods and have achieved good teaching results[3].

(2) Project Oriented Comprehensive Training and Work Oriented Simulation Training inside and Outside School

Training students to complete the corresponding post task skills. In this stage, we try our best to use the way of internship in hospital and community pharmacy, so that students can understand the actual working environment and process of hospital and community pharmacy, and complete the internship report. For example, for practical projects such as “auxiliary work of clinical drug delivery scheme design and blood drug concentration detection”, we focus on group training, and directly teach students to learn the measurement of blood drug concentration by pharmacists in cooperative hospitals, and teach students to write Clinical Prescriptions and comment on their prescriptions[4].

(3) Post Practice Stage

Using the enterprise practice resources inside and outside the school, carry out the work study alternative teaching in the course teaching, let the students practice in the actual work post of the enterprise, and feel the real employment environment. This kind of teaching method, which is oriented by the post professional ability, has strong pertinence and adaptability for the post. It not only conforms to the cognitive law of the students, but also has the systematicness of teaching. It closely combines the requirements of the post professional ability, so that the students can independently carry out the operation practice on the specific post and complete the work tasks after learning, so as to truly achieve the purpose of taking practice as teaching and teaching as practice[5].

2.3 Adopt the Reform of Examination Method Corresponding to Project Teaching

The assessment method has a strong guiding role in carrying out “project-based teaching” activities. Most of the traditional teaching methods are written tests for written theories, which only focus on the students' memory and understanding of theoretical knowledge, and ignore or neglect the evaluation of students' practical operation ability. This way of assessment is not conducive to comprehensively judge the level of a student's comprehensive professional ability, and is not conducive to improving the students' enthusiasm for learning at ordinary times. The assessment methods of project-based teaching method are diversified. The assessment of this course is: total score = (assessment score of 8 projects × 70%) + (final examination score × 30%). The assessment of project-based teaching focuses on the assessment of students' learning process at ordinary times, that is to say, it penetrates into every project. Therefore, the total achievements of the eight projects account for a large proportion. Project evaluation is mainly determined according to the performance of students. There are many ways to evaluate each project, such as consulting materials, reporting plans, answering questions; there are also evaluation of knowledge system, experimental operation ability, and comprehensive quality, so as to take into account the professionalism, skill proficiency, logical thinking and innovation ability of students, and through teaching. The comprehensive evaluation method of teachers, practice teachers and students in the same group avoids the one-sided and subjective assessment. The final examination can combine opening and closing papers, and its main purpose is to systematically assess students' mastery of theoretical knowledge and practical ability[6-8].

3. Conclusion

Project-based teaching method, originated from vocational education in Germany, is an effective way to adapt to the dual system of German students. Project-based teaching method is a teaching method that projects the teaching content and completes the teaching task through students' personal participation in the formulation of the project plan, the implementation and evaluation of the project. It effectively establishes the relationship between classroom and social production, effectively improves students' various abilities, and lays a foundation for their future career development. When applying the project-based teaching concept to classroom teaching, teachers need to pay attention to the determination of teaching design concept, which should be student-centered, quality-oriented, work process oriented and task driven. Based on the concept of Project-based Curriculum Teaching in Germany, we try to adopt the project-based teaching method based on professional ability for basic pharmaceutical care teaching. Because the traditional vocational curriculum in our country takes the subject curriculum as the main body, it focuses on the construction of students' knowledge structure system, and emphasizes the integrity and systematicness of the knowledge system itself. Although the subject curriculum is conducive to teachers' organization of teaching and students' mastery of subject knowledge, the lack of direct contact with work is not conducive to students' mastery of technology and work process knowledge, and these two kinds

of knowledge are often the core of vocational education content. Therefore, the introduction of project-based teaching mode is an effective way to improve the teaching effect of basic pharmaceutical care, which is also proved by our practice. Due to the continuous development of pharmaceutical care work, the content, mode and teaching resources of project-based teaching need to be constantly enriched, and project-based teaching puts forward higher requirements for teachers. Teachers' knowledge and skills must keep up with the rapid changes in the industry. Therefore, there are still many jobs to be done by pharmaceutical educators.

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