Reform of the Teaching Mode of TCM Diagnostics Based on PAL

Wei WEI¹,², Lin FENG³*
1Southwest Medical University
2Hospital ( T.C.M ) Affiliated to Southwest Medical University
3Sport Hospital Attached to Chengdu Sport University

Abstract: The popularization of higher education has had a profound impact on the educational model of colleges and universities. The cultivation of the self-learning spirit of college students has become an important task of higher education. This paper puts forward the meaning, advantages, current situation at home and abroad and some methods to carry out PAL. Combining the Disciplinary Characteristics of TCM Diagnostics, explore feasibility and specific method of the reform of PAL. Provide lessons for higher education reform work of TCM Diagnostics.

Keywords: PAL; TCM diagnostics; Teaching model

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Peer assisted learning (PAL), as a new teaching method, is assisted by direct attention to the teaching process, which helps to promote the learning of students’ knowledge and skills and the development of social emotions.[¹]

About the author: Wei WEI (1986-), Female, Han nationality, from Yantai, Shandong Province, Southwest medical university lecturer, Doctor degree of TCM Diagnostic.

Corresponding author: Lin FENG (1979-), Male, Han nationality, from Ruyang County, Henan province, Deputy Director of The Sport Hospital attached to Chengdu Sport University, Doctor degree of TCM Diagnostics.

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1. What is PAL?

Learning is the process of acquiring knowledge or skills through teaching and learning, or through one’s own experience. Peer refers to a person of the same level or position, who is a matching partner (Onion.1978).

Confucius, the famous Chinese educator, once said, “In the company of three, there must be something I can learn from.” The family education environment, life experience, knowledge breadth and knowledge structure of each person are different, which provides the possibility for the development of PAL teaching mode.

Peer-assisted learning is essentially a teaching activity focusing on the interaction between students, which is often neglected in classroom teaching, so as to play its potential positive role. [2]

The earliest form of PAL medical education was problem-based learning (PBL). [3] PAL is primarily based on the idea of learning through teaching. Cognitive psychology shows that the process of teaching and explaining to others is the best way to promote cognition. Students strengthen their knowledge memory and practical application through discussion.

2. The Necessity of PAL Teaching Mode

Peer learning is not to weaken or replace education and teaching, but just a supplementary way of learning. It complements professional teaching with unique qualities and rich peer communication, and gives students more learning initiatives to take more responsibility for their own learning.

The meaning of peer mutual aid learning is extensive, and it has a strong educational function for the cultivation of students’ cooperative spirit, communication ability, awareness of equal competition and independent learning ability. Through repeated experiences of help and cooperation, students can produce healthy overall coordinated social development, can look at situations and problem solving from multiple perspectives, perceive the behaviors expected of others and the practical skills needed to achieve such expectations.

3. The Topic Selection of PAL Mode

Independent and mutual assistance learning takes teachers as the leader, groups as the main body, and individuals as the main line. In practice, the learning model of “problem-driven, differential participation, mutual assistance and exploration” should be further improved. [4] The topic should be selected from the following aspects:
(1) Choose controversial and open content

As the saying goes, “the more we argue about the truth, the clearer it becomes.” Through debate, we can distinguish ideas clearly and broaden our thinking. Through group learning, discussion and analysis are carried out from different levels and perspectives, so that students can complement each other in thinking and understand things more profoundly and comprehensively.

(2) Select difficult and comprehensive content

This kind of topic involves a wide range of knowledge, a large span of knowledge field, and a strong comprehensive knowledge, which requires students to be able to comprehensively use a variety of knowledge to backtrack and reorganize the knowledge learned before, and to imagine and find more solutions from multiple perspectives. If these contents are taught, the learning situation may be uneven, and the excellent students may master them while the backward students may be awed by them. Through mutual help, we can achieve good and bad, so as to promote the common development of students at different levels.

4. Teacher Responsibilities in PAL

(1) Set the appropriate content

According to the actual situation of students, set appropriate difficulty of the open content, so that students have the ability to speak. Teachers create a relaxed learning environment and encourage students to express their unique ideas boldly.

(2) Boot

It provides necessary guidance to students in the aspects of the entry point of the exploration content, the establishment of cooperation platform and clinical consultation terms, and teaches students the necessary cooperation skills, such as listening, expression, communication, participation, persuasion and sharing, so that students can truly realize efficient mutual assistance.

(3) Evaluation

Pay attention to the stratified, dynamic and comprehensive evaluation, with the positive oriented evaluation as the main focus, so that students can experience the sense of success and ability, to stimulate exploration.

5. The Implementation of PAL in the Teaching of TCM Diagnostics.

TCM diagnostics, as a general course of TCM, has both theoretical content and clinical skill operation training. How to combine theory with operation, simulate the clinical treatment process, and cultivate students’ TCM thinking and clinical treatment
skills is the question that every teaching teacher should think about. The PAL teaching mode can perfectly solve the connection between the two, integrate the existing knowledge structure in the discussion, form the clinical thinking of TCM, and cultivate students’ self-study consciousness and ability.

(1) Implementation Stage
After completing the basic theoretical contents such as The Four Methods Of Diagnosis and TCM Syndrome Differentiation, the PAL mode teaching will be carried out.

(2) Topic selection
The common diseases, common symptoms and common chief complaints were selected to simulate the clinical treatment process. Such as abdominal pain, irregular menstruation and so on.

Note that the information in the first act should be as close to the clinical patient’s dictation as possible, rather than professional words. The scope should be as vague as possible to make students realize the importance of clinical diagnosis.

(3) Implementation process
Follow the PBL pattern to provide information in turn. Under the premise of limited information, the students simulated the clinical doctor to carry out the consultation process, and gradually formed the mind map by thinking about the possible diseases of the patient’s chief complaint. Then the information of the second act and the third act is given in turn, and the scope is narrowed until the specific diagnosis and the general rules and regulations are finally obtained. In addition, through the application of traditional Chinese medicine and prescription in the third act, the combination of the addition and subtraction of drugs in the clinical practice provides the theoretical basis and favorable connection for the follow-up courses of TCM diagnostics.

In addition, the actual process of clinical diagnosis should be simulated as much as possible. In the second act, tongue and pulse information should not be given directly. Instead, tongue and pulse diagnosis can be combined with the training and assessment of tongue diagnosis and pulse diagnosis skills, so that students can judge the tongue and pulse information by themselves.

(4) Evaluation
Evaluate students’ learning situation in two forms: student mutual evaluation and teacher evaluation. Through the PAL model before and after the practice of the evaluation contrast, effective evaluation of the teaching effect.
6. Conclusion

Based on the above thinking, PAL can be applied to the teaching practice of Chinese medicine diagnostics without any harm. I have also started the practice of PAL in Chinese medicine diagnostics, which is still in the initial stage of exploration. Student acceptance is better, but because of the PAL mode to practice the pulse in the tongue diagnosis in traditional Chinese medicine the demand is higher, the student feedback course is difficult. However, practical operation has always been the key and difficult point of TCM diagnostics. This mode also improves students’ attention to practical operation from another perspective. With the help of PAL peer discussion, it is conducive to improve the transformation of practical operation from book knowledge to personal experience and feelings.

Personally, I think the path should be taken first, instead of waiting for all the improvements to be implemented, practice leads to true knowledge, and the PAL curriculum system can be gradually improved by looking for perfection in the imperfection.

Works Cited