

Exploration on the Path of Cultivating Characteristic Talents in the University of Traditional Chinese Medicine

-- Taking Shandong University of Traditional Chinese Medicine as an Example

Xianyi Zhang^a, Ruoxi Zhao^b, Yuqian Ji^c

Shandong University of Traditional Chinese Medicine, Jinan, China

^a 2891910112@qq.com, ^b 1823634580@qq.com, ^c 1211280959@qq.com

Abstract. This paper analyzes and explores the path of cultivating characteristic talents in Shandong University of Chinese Medicine, taking Shandong University of Chinese Medicine as an example, analyzes the current development status of Chinese medicine colleges and universities, and studies the specific methods of Chinese medicine characteristic talents. Curriculum setting, clinical practice and other aspects are explored, with the intention of putting forward experience and suggestions for the education reform of national Chinese medicine universities through the development experience of Shandong University of Traditional Chinese Medicine.

Keywords: University of Chinese Medicine; Cultivating Characteristic Talents; Education Reform.

1. Introduction

A university of Chinese medicine refers to a medical university characterized by cultivating modern Chinese medicine talents. It is a school classification. Chinese medicine universities are generally one province and one school, and Chinese medicine universities in various places have their own unique characteristics. Traditional Chinese medicine colleges (University of Traditional Chinese Medicine) and Western Medical Colleges (Medical University) are quite different in terms of college settings and are relatively independent systems.

Since the establishment of Nanjing University of Chinese Medicine in 1954, by the year of 2020, there have been 25 Chinese medicine universities registered by the Chinese Ministry of Education. The special attributes of traditional Chinese medicine determine that the training of traditional Chinese medicine talents cannot adopt the same training method as other disciplines. Over the years, the Ministry of Education has continuously promoted the deepening of education and teaching reforms in TCM colleges and universities. According to data from media reports, at present, 17 of the 25 Chinese medicine colleges and universities across the country have opened nearly 30 experimental classes and education reform classes. Innovation has formed a diversified talent training model. [1] The article takes Shandong University of Traditional Chinese Medicine as an example to discuss the path of cultivating characteristic talents in the University of Traditional Chinese Medicine, in order to promote and enhance the development of higher education in traditional Chinese medicine in China.

2. School Profile

Shandong University of Traditional Chinese Medicine was founded in 1958. In 1978, it was identified as a national key Chinese medicine college. In 1981, it became a key university in Shandong Province. It is an excellent school for the evaluation of undergraduate teaching work by the Ministry of Education, the People's Government of Shandong Province and the national management of traditional Chinese medicine. The bureau jointly builds traditional Chinese medicine colleges, Shandong famous schools with applied basic talents training, Shandong provincial civilized campuses, Shandong high-level disciplines and high-level universities. The school has the most national key disciplines among provincial universities, the first batch of masters and doctoral degrees authorized,

and the first batch to become the chief undertaking unit of the national "973" project, and the number of master's programs ranks among the top universities in the country.

There are 35 undergraduate majors, involving medicine, science, arts, engineering, management, law, education and other disciplines, including 5 national first-class undergraduate majors and 14 provincial first-class undergraduate majors. Eight courses have been identified as national first-class undergraduate courses, and 22 courses have been identified as first-class undergraduate courses in Shandong Province. There are 3 doctoral degree-authorized first-level disciplines, 15 second-level disciplines, 9 master's degree-authorized first-level disciplines, and 46 master's second-level disciplines in Chinese medicine, Chinese pharmacy, and integrated Chinese and Western medicine, Chinese pharmacy, pharmacy, biomedical engineering, nursing master's degree-granting right. There are three national key disciplines: basic theory of traditional Chinese medicine, historical documents of traditional Chinese medicine, and internal medicine of traditional Chinese medicine. Traditional Chinese medicine was selected as the "peak discipline" in Shandong Province, and traditional Chinese medicine and integrated traditional Chinese and Western medicine were selected as the "superior characteristic disciplines" in Shandong Province.

3. Path of Cultivating Characteristic Talents

3.1 Class Division

Emphasizing the classics, strengthening the humanities, and building a solid foundation for college education are the tenet of our school's talent training, adhering to the college education concept of "cultivating people and learning to cultivate people", and actively exploring and innovating new models of traditional Chinese medicine education. The direction of school development. In the process of cultivating talents with traditional Chinese medicine characteristics, our school has tried many school-running and educational methods.

One is to open traditional Chinese medicine classes. Adhere to the principle of "passing the classics, emphasizing practice, and inheriting from teachers early", taking the "four classics" as the focus of theoretical teaching, and making every effort to cultivate talents with "traditional Chinese medicine thinking". The second is to establish a "Bianque class". In accordance with the concept of "rooted in classics, learning in clinical practice, and specializing in skills", respect the individual characteristics of students, and focus on cultivating a group of applied TCM clinical talents with the quality of leading talents. The third is to set up "Canggong class". As an experimental class for top-notch talents combining acupuncture and medicine, adhering to the concept of "early practice, multiple practice, and repeated practice", a "four-stage" practical teaching system is constructed to realize the connection between theory and practice. The fourth is to set up "Huatuo class" for traditional Chinese medicine orthopedics. Make a personalized training plan for each student, implement the clinical and academic dual tutor system, adopt two-stage bedside teaching, and strengthen the training of clinical practice ability.

3.2 Course Schedule

The school adheres to the concept of three comprehensive education, conscientiously implements the requirement that "all courses must bear the responsibility of educating people", relies on the educational advantages of traditional Chinese medicine culture, deeply explores the ideological and political elements contained in traditional Chinese medicine courses and practice, and creates courses with traditional Chinese medicine characteristics Ideological and political education system.

Set up a series of courses on traditional Chinese medicine culture, and build a curriculum ideological and political teaching system with the characteristics of traditional Chinese medicine culture. Special courses such as "Medical Forest Story", "The Road of Famous Old Chinese Medicine", "Famous Qilu Masters Talking about Prescriptions and Medicines", teach the medical ethics and humanistic concepts of famous doctors of the past dynasties, and guide students to accept

the influence of traditional Chinese culture and traditional Chinese medicine culture. Develop professional self-confidence and pride in medical students.

With the help of traditional Chinese medicine museums, medicinal plant gardens and other venues, the methods and approaches of ideological and political construction of courses will be expanded, and a three-dimensional classroom of ideological and political integration of courses will be created. Relying on the Museum of Traditional Chinese Medicine, courses such as "History of Chinese Medicine" are offered to guide students to appreciate the profound history of traditional Chinese medicine and the noble medical ethics of famous experts. Carry out the "Ideological and Political Course in My Heart on the Road to Pursue Dreams" activity. The roles of teachers and students are exchanged. Students will deepen their understanding and thinking about the content of ideological and political teaching in the course by teaching ideological and political courses, so that ideological and political education can be internalized in the heart and external. Turn into line.

Strengthen the leading role of core courses and build a curriculum system that emphasizes both general and professional education. Core courses are the most important courses condensed by each major according to the requirements of talent training, and are the courses that best reflect the level of the major and the basic requirements of talent training. The core courses of our school include two types of core courses of general education and core courses of professional education. The school has set up special programs, increased support for the construction of core courses, and strived to build a high-level core curriculum system of traditional Chinese medicine that focuses on both general and professional education.

The school continuously optimizes the design of general education curriculum, expands high-quality curriculum resources, and strengthens curriculum construction and management. The core courses of the school's general education include five course modules: Chinese medicine culture and health preservation, philosophical thinking and humanistic quality, mathematical foundation and scientific exploration, social development and civic education, and sports art and aesthetic experience, aiming to cultivate students' understanding of natural society and history. The correct understanding of development helps students establish a scientific world outlook, outlook on life, and values, so that students can develop freely and harmoniously in all aspects of personality and learning, reason and emotion, body and mind. A number of general education courses that are well-received by students, such as "Traditional Chinese Festivals and Health Culture", "Into the Magical Chinese Medicine", "Thirty-six Strategies and TCM Clinical Strategies", have been constructed.

The core courses of TCM majors include five modules: TCM culture, TCM foundation, TCM classics, TCM comprehensive practice and TCM clinical. Among them, the traditional Chinese medicine culture course group aims to deepen students' accumulation of traditional Chinese medicine history and culture and enrich the medical humanistic quality; the traditional Chinese medicine basic course group aims to strengthen the cultivation of students' basic theories, basic knowledge and basic skills, and deepen their professional foundation; the traditional Chinese medicine classic course group aims to provide students with a complete theoretical thinking framework of traditional Chinese medicine, and to build a bridge connecting the basic theory of traditional Chinese medicine and clinical practice of traditional Chinese medicine; the comprehensive practice course group of traditional Chinese medicine aims to cultivate students' comprehensive practical ability and scientific research innovation ability; the clinical course group of traditional Chinese medicine aims to cultivate students' traditional Chinese medicine Clinical thinking and basic application skills. Each course group is divided into 4 core courses and multiple expansion courses, forming a construction model of integrated construction, coordinated development and common improvement. The curriculum system won the second prize of the National Teaching Achievement Award.

4. Cultivation and Inheritance of Clinical Practice

Emphasis on inheritance, strong clinical certification, and adherence to the soul of teacher-inherited education. Innovatively implement the strategy of "Three Classics Inheritance (learning

classics, using classics, and passing on experience)" of traditional Chinese medicine, and promote teacher-inherited education throughout the entire process of post-graduation education and continuing education. The first is to strengthen the construction of a teacher-inherited education platform. During the "Thirteenth Five-Year Plan" period, we will strive for a provincial financial investment of 30 million yuan to build 10 "Three Classics Inheritance" bases, 103 provincial-level famous and old TCM expert inheritance studios, and 14 Qilu Medical School TCM academic school inheritance studios. The second is to carry out mentoring talent training projects. Strive for the provincial financial investment of 40 million yuan to implement the province's five-level Chinese medicine teacher education project. The third is to explore a multi-channel teacher education model. Preferential policies have been introduced in terms of professional title promotion, scientific research project establishment, etc., to encourage famous Chinese medicine practitioners at all levels to actively carry out teacher-led teaching. Strengthen the introduction of the academic thoughts of foreign medical masters in the province, and inherit them through the establishment of workstations.

Focus on thinking, promote integration, and promote the coordinated development of Chinese and Western medicine. Taking the promotion of thinking integration as the core of talent cultivation of integrated traditional Chinese and Western medicine, vigorously promote the "Western Learning Chinese". The first is innovative training mode. Taking popular classes, backbone classes, high-end classes and other modes, our province currently trains more than 20,000 "Western Learning Chinese" students. The second is to focus on practical teaching. In the province's third-level first-class traditional Chinese medicine hospital, senior professional TCM physicians are selected as teachers, and students are arranged for clinical practice for half a year, and they complete a clinic with teachers and a ward round every week. The third is to strengthen organizational security. Formulate the "Western Learning Chinese" training plan and the "Western Learning Chinese" standardized training base construction management method, set up special institutions, strengthen supervision and inspection, and ensure the orderly development of "Western Learning Chinese".

In order to promote the integrity, innovation, inheritance and development of traditional Chinese medicine, promote the reform of the training model of innovative talents in our school, cultivate top-notch innovative talents of traditional Chinese medicine, promote the practical implementation of the teaching reform of innovative classes, and implement a tutor system for the training of talents in innovative classes. Starting from respecting the individual development of students, teaching students in accordance with their aptitude, giving full play to the guiding role of tutors in students' success, and cultivating students' learning initiative and creativity. Academic tutors and class teachers are mainly selected within the school (including the three affiliated hospitals); clinical tutors (scientific research tutors) highlight the clinical level and academic research ability of traditional Chinese medicine according to the actual needs of training work, and can be selected from relevant enterprises and institutions at home and abroad. In principle, one tutor guides no more than 3 students.

5. Summary

Through the analysis of the characteristic talents training path of Shandong University of Traditional Chinese Medicine, this paper studies the methods of class division, curriculum planning, clinical practice and classic inheritance of Shandong University of Traditional Chinese Medicine, and concludes that the training of traditional Chinese medicine talents should pay attention to classics and actively innovate: curriculum arrangement It is necessary to attach importance to inheritance, absorb the clinical and teaching experience of famous and old experts in the school, and arrange appropriate courses according to the situation of the school; in terms of clinical practice, students should be arranged for early follow-up consultation and early clinical practice, so as to cultivate students' TCM clinical ability.

References

- [1] Cai Xuemeng. Inheritance of master and apprentice in parallel with education in colleges and universities, Tianjin University of Traditional Chinese Medicine cultivates high-quality inheritance talents of traditional Chinese medicine [J]. Qiu Xian, 2021(12): 20-21.
- [2] Guihai Liu, Xiaohong Liu, Zhenhui Huang, Fulong Cui, Meixuan Ren. "A Study on the Basic Problems of Ideological and Political Teaching Reform in the Major Courses of Universities", Creative Education, 2019.
- [3] Yue Lu, Wei Benzhen, Wang Xinjun. "A study on the clinical classification model for the hand venule of baby pneumonia based on decision tree algorithm", 2010 International Conference on Computer Application and System Modeling (ICCASM 2010), 2010.
- [4] Shengyan Xi, Yanhui Wang, Yaochen Chuang, Linchao Qian, Xiaoyan Qian, Pengcheng Li, Dawei Lu. "Attention Points of Research and Education in TCM across Taiwan Strait and Recommendations for Future Research and Development of TCM in China Mainland Especially Fujian and Taiwan", Chinese Medicine, 2013.