

Practical Exploration of Clinical Syndrome Differentiation and Treatment in Ophthalmology Teaching of Traditional Chinese Medicine and Western Medicine

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Abstract: In recent years, the combination of traditional Chinese and Western medicine clinical ophthalmology has gradually become the focus of eye scientists and doctors at home and abroad. In clinical practice, we combine the essence of both Chinese and Western medicine, using modern ophthalmic instruments to examine many eye diseases, especially the diagnosis of eye diseases, changing the concept of past vagueness, attaching importance to various tests, and the occurrence of eye diseases. New understanding of the whole process of pathogenesis, pathological changes and prognosis. According to the characteristics of clinical ophthalmology teaching, this paper aims at the problems existing in the traditional medical teaching mode, and applies the clinical dialectical treatment to the clinical ophthalmology teaching of integrated Chinese and Western medicine. It not only enriches the dialectical means and content, but also provides a reliable basis for the treatment, which makes the practice of integrated Chinese and Western medicine in clinical teaching feasible and inevitable.

1. Introduction

With the needs of society, the combination of Chinese and Western medicine clinical ophthalmology is a highly practical clinical subject, and its content is rich. The examination and diagnosis methods of eye diseases are quite different from other clinical disciplines, and have certain special characteristics. As a more compact and Abstract subject, how to achieve better teaching results in the integration of Chinese and Western medicine is also an exploration of our ophthalmology clinical teaching[1]. In ophthalmology education, students generally feel that the knowledge of eye diseases is more Abstract, and it is difficult to understand the basic knowledge of the anatomy and physiological functions of many eyeballs. This has less chance of contact with the anatomical structure and pathological knowledge of the eyeball in the medical basic knowledge learning stage[2]. Relevant, so that medical students can accurately grasp the knowledge of eye diseases in later clinical studies.

TCM ophthalmology is a science based on the interaction of the five internal organs, with the normal operation of eye gas, blood, fluid, fluid and fine as the physiological characteristics, and the five-wheeled external manifestation as the basis of syndrome differentiation. It is also the basis for the diagnosis and treatment of ophthalmic diseases, and is a special component of Chinese medicine ophthalmology. Western medicine is a science based on anatomy[3]. It believes that the function of eye tissue is based on the normal metabolism of various functional units of the eye. The fundamental method for understanding eye diseases is based on whether the anatomy of the tissues and organs of the eye disease is changed, and whether the function of the eye tissues and organs is abnormal.

Occupational and Western Medicine Ophthalmology is a clinical discipline. It mainly studies the diagnosis and treatment of ophthalmic diseases in both Chinese and Western medicine. It has strong clinical operability. How to train students to apply various skills of Chinese and Western medicine to solve ophthalmological problems in practical work is a problem that needs to be discussed at

present. Ophthalmology is a professional and practical clinical discipline. The diagnosis of diseases often requires a variety of examination instruments and imaging methods, which is relatively difficult to master. Therefore, how to improve the quality and effect of ophthalmology teaching is an important task and exploration direction for ophthalmology teachers. Therefore, we have continuously explored and reformed in the clinical teaching process of ophthalmology, focusing on cultivating students' interest in learning and clinical thinking, and achieved good teaching results.

2. Syndrome Differentiation and Overview of Ophthalmology Combined with Traditional Chinese Medicine and Western Medicine

2.1 The concept of syndrome differentiation and ophthalmology

Syndrome differentiation is a theoretical summary of the doctor's clinical procedures and thinking and skills. Syndrome differentiation is the ancestors in the medical practice, after the Shennong tastes a hundred kinds of random treatment, and then stepped into the symptomatic treatment stage with therapeutic memory. The Mawangdui medical book "Fifty-two Diseases" shows the medical experience of symptomatic treatment[4]. The name of the disease is the symptom, which is treated with a combination of monosodium or several drugs. The twelve parties in the Yellow Emperor's Canon are also true. Symptomatic treatment can be a simple or primary form of syndrome differentiation.

Ophthalmology is a medical science that studies the occurrence, development and prognosis of visual organ diseases as well as prevention, diagnosis and treatment. It is extremely professional. As an important branch of clinical medicine, ophthalmology is one of the compulsory content of medical students and is inextricably linked to systemic diseases. Because the ophthalmology is very strong, the Abstract content is more, and the beginners lack relevant background knowledge. The medical students often lack interest in the learning process, and the teaching effect is not good.

2.2 The theory of syndrome differentiation

The basic idea of TCM syndrome differentiation theory originated from "The Yellow Emperor's Internal Classic". Later generations of doctors continued to enrich and perfect the TCM syndrome system on the basis of it. However, the formulation of syndrome differentiation and treatment was not unified until the founding of the People's Republic. Until the year, Qin Bweichuan wrote The "Introduction to TCM Syndrome Differentiation and Treatment" comprehensively expounded the system of syndrome differentiation and treatment. Syndrome differentiation is the characteristic and essence of traditional Chinese medicine, and it is the specific application of Chinese medicine theory, law, prescription and medicine in clinical practice[5]. It is not only the theoretical principle guiding the clinical work of TCM, but also the specific method to solve practical problems such as diagnosis and treatment.

2.3 Characteristics of Ophthalmology Combined with Traditional Chinese Medicine and Western Medicine

From the perspective of administrative management, the integration of Chinese and Western medicine is the principle and policy of developing medical and health care in China. From the perspective of academic advancement and academic development, the integration of Chinese and Western medicine is the integration of the advantages and strengths of traditional Chinese medicine and western medicine. Characteristic medical system. Integrated Chinese and Western medicine ophthalmology is a new discipline with strong vitality (see Figure 1).

1) Strong professionalism. Integrated Chinese and Western Medicine Ophthalmology is a medical science that studies the occurrence, development and prognosis of human visual organ diseases and the prevention of diagnosis and treatment[6]. The teaching in the classroom is more Abstract, especially the fundus diseases are only described in the book, and there are few things that directly feel. Most students have less accumulated knowledge and weak foundation before entering the clinic.

2) The content is rich and complicated. The eye is a very important sensory organ of the human body, which is used to receive external light stimulation and transmit light impulses to the brain center to cause vision. A small eyeball includes many diseases such as eyelid disease, lacrimal disease, ocular surface disease, conjunctival disease, corneal disease, sclera, crystal disease, glaucoma, uveal disease, vitreous disease, retinopathy, optic nerve and visual pathway Disease and optometry. The relationship between ophthalmology and basic subjects is very close. The diagnosis and treatment of eye diseases requires knowledge of physiology, biochemistry, genetics, immunology, molecular biology, pharmacology, epidemiology and imaging. In addition, different eye diseases have different advantages from traditional Chinese medicine and Western medicine. The combination of methods and treatments often makes students feel uncomfortable.

3) There are few opportunities to participate in ophthalmic surgery. Most of the ophthalmic surgery is microsurgery, which is very demanding on the operator. It must not only have the ability to operate in general surgery, but also be able to use the microscope with ease. Any negligence may cause irreversible damage to the patient[7]. There are few opportunities for students to have hands-on surgery, and it is easy to lose interest and motivation in learning. Therefore, correct teaching will improve students' interest in learning and enable students to master more in short-term specialist studies.

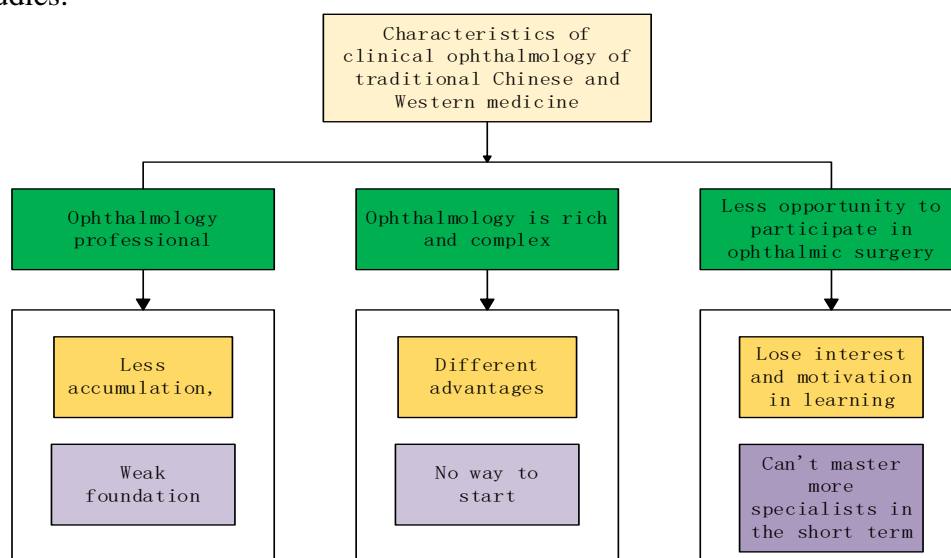


Figure 1 Characteristics of clinical ophthalmology combined with traditional Chinese medicine and western medicine

3. Problems in clinical practice teaching of ophthalmology combined with traditional Chinese medicine and western medicine

3.1 Ophthalmology clinical practice teaching has fewer problems in class and more students

The combination of Chinese and Western medicine ophthalmology theory class is about 25 hours, and the number of students is large. There are more than 150 classes and about 50 students. It is impossible to conduct clinical teaching at the same time. Generally, it is divided into multiple groups. There are about 15 people, and it is impossible to systematically study the common diseases of ophthalmology. The clinical teaching of ophthalmology is generally only once a week, and each student has about 3 to 5 students. Due to the short time, the students have not fully adapted after entering the department, and they have already been out of school, plus some teachers are not strong. The teaching consciousness is weak, and the problem is dealt with. The students generally report that there is not much gain in clinical study in the eye ward.

Table 1 Comparison of Ophthalmology Clinical Examination Results

Group	Number of people	Glossary	Case analysis	Questions and Answers	Multiple choice question	Total score
test group	25	26.7 ± 1.0	22.4 ± 1.4	18.6 ± 1.4	8.5 ± 1.0	80.3 ± 1.4
Control group	25	20.5 ± 1.1	17.8 ± 1.1	14.3 ± 1.2	8.3 ± 0.9	70.2 ± 1.0
m		0.149	0.287	8.237	6.979	10.235
n		0.679	0.593	0.000	0.000	0.000

3.2 Students do not pay attention to the clinical practice teaching of ophthalmology

Ophthalmology is a clinical discipline based on morphology, and it is a discipline with strong operability and practicality. Due to the special nature of ophthalmology, many clinical signs must be checked by equipment and equipment, which is difficult for students to master. Moreover, most of the students' basic knowledge of ophthalmology is weak, and they believe that they will not engage in ophthalmology majors in the future, and students lack initiative and enthusiasm in ophthalmology clinical learning. At present, the employment pressure of medical students is very high. Most students are unwilling to work in grassroots hospitals, while medical talents in large, medium-sized or large hospitals tend to be saturated, and academic qualifications are very high. Medical students are in clinical study, especially late[8]. I have to be busy looking for a job to distract my energy. In addition, the "difficulty in employment" of ophthalmology students naturally leads to the "post-study fever" of students. Students have to spend a lot of energy on the review preparation for postgraduate study. Career and postgraduate studies have seriously affected the clinical study of ophthalmology students, resulting in poor clinical teaching results in ophthalmology.

3.3 Limited teaching resources are far from meeting the needs of clinical practice teaching

With the continuous expansion of the enrollment of medical colleges, the number of medical students is increasing. Ophthalmology beds are tight, the source of ophthalmology patients is relatively fixed, the number of outpatients is insufficient, and there are not enough hospitalized patients and diseases[9]. Ophthalmology medical staff is relatively small, work is busy, clinical teaching is mostly taught by young doctors, experienced doctors rarely have time to participate, and the quality of teaching is difficult to guarantee. The contradiction that limited teaching resources are difficult to meet the needs of ophthalmology teaching is more and more prominent, especially in the clinical practice teaching of ophthalmology.

4. Application of Clinical Syndrome Differentiation and Treatment in Clinical Ophthalmology Practice Teaching of Integrative Chinese and Western Medicine

4.1 Teacher-led, strengthen the comprehensive quality education of the integrated clinical team of ophthalmology doctors

To improve the quality of clinical ophthalmology teaching, it is necessary to strengthen the construction of clinical teachers. In recent years, due to some unhealthy trends in society, some clinical ophthalmology teachers focus on clinical and light teaching. To this end, it is necessary to strengthen the management of the team of ophthalmology teachers in integrated Chinese and Western medicine. First of all, formulate relevant systems and closely combine the teaching work with individual assessments such as personal promotion and professional titles. For example, in the qualifications for hiring clinical teachers and the selection criteria for postgraduate tutors, it is strictly stipulated that "student must carry out the task of teaching" to highlight the importance of clinical teaching[10]. Secondly, strengthen the teaching business training of clinical ophthalmology teachers, so as to improve the enthusiasm and teaching quality of clinical teachers. In the period of China's higher education leap-forward development, combined with the characteristics of ophthalmology education, facing the new problems and difficulties in the clinical practice teaching

of ophthalmology, reforming and exploring ways to improve the quality of teaching, establishing a reform and practice system for ophthalmology and clinical skills, strengthening and guaranteeing The quality of clinical teaching in ophthalmology.

4.2 Emphasis on cultivating students' interest in studying ophthalmology

Many students have little or no interest in the clinical teaching stage of ophthalmology, so mobilizing the enthusiasm of students is crucial to improving the quality of ophthalmic clinical teaching. In view of the particularity of ophthalmology teaching, especially the eyeball anatomy is delicate and fragile and concealed, and its function is complex; it is decided that its examination and treatment methods and research methods are very different from other clinical disciplines. Let students know that the visual system is closely related to other tissues throughout the body. The eye is not only the window of the mind but also the window of the systemic disease. The fundus can directly observe the living blood vessels. The retinal optic nerve tissue serves as an observable window for the extension of the central nervous system. Fundus examination has become an observation of many systemic diseases, especially vascular correlation. An effective and simple method of disease and certain neurological diseases. When inspecting the patient, let the students personally understand the basic operation of the instrument, the parts to be examined, the indications, ask the students to ask questions, instruct the teacher to combine the clinical answers in detail, mobilize the students' enthusiasm for learning, and fully affirm the students' acquisition in the ophthalmology clinic. The progress and achievements have enabled students to understand the hardships and sufferings of the blind patients, the social pressures, and the gratitude of the patients, thus enhancing the students' interest in studying ophthalmology and making them feel proud as an ophthalmologist.

4.3 Syndrome differentiation and treatment applied in clinical ophthalmic practice teaching

With the development of science and technology, the integration of multidisciplinary to medical science has begun to appear, and a variety of new dialectical methods have been continuously proposed. In recent years, studies on common clinical diseases have presented a method of simplifying the decomposition of syndromes that may occur in the disease, and then applying a combination of research methods. Dialectical treatment, mainly for the cause, but for the disease. Ophthalmology care is not only about eye disease, but also facing a patient. The overall patient cannot ignore the general condition. It is necessary to understand more about other system and organ conditions of the whole body. There are other diseases, such as diabetes, rheumatism and hypertension, which should be recommended for their sub-health status, bad eating habits, bad mental state, etc. Dialectical treatment, adjust the overall balance. Some eye diseases, especially repeated recurrence of eye diseases, such as viral keratitis, uveitis, diabetic eye disease, fundus hemorrhage, immune dysfunction, glaucoma, etc., only treating local eye diseases is not enough, to take into account the whole body, including Western medicine diagnosis and treatment and TCM syndrome differentiation and treatment. Clinical teaching itself is a process of teaching and learning, how to effectively improve teaching methods in the teaching process. In the clinical teaching of ophthalmology combined with traditional Chinese medicine and western medicine, it is necessary to clarify the basic knowledge of western medicine ophthalmology, but also to organically combine the basic theories of traditional Chinese medicine, and to integrate TCM syndrome differentiation and treatment. The core of syndrome differentiation is “question-centered teaching”. The procedural steps we adopt in teaching practice also meet the requirements of syndrome differentiation and treatment, which can cultivate students' thinking of syndrome differentiation. Dialectical thinking runs through the clinical teaching of integrated Chinese and Western medicine. Through this method of learning, students' initiative and enthusiasm are fully mobilized, and the ability to solve practical problems is also exercised. Practice has proved that dialectical treatment has played a positive role in the reform of ophthalmology teaching. At the same time, it also satisfies the need to cultivate students' dialectical medical thinking. It has been well received by students and has achieved good teaching results.

4.4 Cultivate students' ability to build a harmonious relationship between doctors and patients

In the clinical teaching stage of integrated traditional Chinese and Western medicine ophthalmology, ophthalmology students need not only learn to integrate the theoretical knowledge they have learned into clinical practical applications, but also learn to establish a harmonious relationship between doctors and patients. If the doctor-patient relationship is not handled well and the patient's trust and understanding are not obtained, it is difficult to obtain detailed and complete first-hand information of the ophthalmology patient, not to mention the examination. Therefore, cultivating a good relationship between doctors and patients with good mutual trust is crucial to the smooth progress of clinical ophthalmology teaching in Chinese and Western medicine. It is necessary to strengthen the training of medical students to communicate with doctors and patients, and to conduct special lectures on ophthalmology teaching in combination with specific cases. Cultivate the concept of love and injury in ophthalmology students, and make it recognized that ophthalmology clinical treatment is a complicated process. It is not only to treat the disease itself from the perspective of professional and medical treatment, but also to discard the mental and psychological obstacles that may exist in ophthalmology patients. Patience and detail Explain, relieve patient concerns, establish a relationship of mutual trust and mutual understanding between doctors and patients, and thus cultivate the ability to establish a good and harmonious relationship between doctors and patients, and improve the quality of clinical teaching of integrated Chinese and Western medicine.

5. Conclusions

Chinese and Western medicine ophthalmology is a relatively professional course, requiring teachers not only to master theoretical knowledge but also rich clinical knowledge, but also teachers need to master the basic theory of Chinese medicine. Solidly possessing two sets of theories of Chinese and Western medicine ophthalmology is the key to the success of teaching. On this basis, teachers should take the knowledge of TCM syndrome differentiation and treatment, and cultivate the dialectical thinking thinking of ophthalmology students through teaching, and improve students' comprehensive analysis ability of clinical information. Through the combination of syndrome differentiation and treatment and clinical case analysis, the medical students' enthusiasm for learning and clinical practice ability can be improved, and the medical students can find medical materials and clinical logic analysis ability. To realize the sublimation of the clinical theory of medical students' ophthalmology to clinical practice, to maximize the interest of medical students in the study of ophthalmology theory, and to cultivate the clinical practice and research ability of medical students.

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