

The Application of Case Teaching Method in the Teaching of Pharmacy Management

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Abstract: Case teaching method is an effective teaching method. How to make full use of the advantages of case teaching method in pharmacy management teaching, improve the vividness of teaching, enhance students' ability to analyze problems and solve problems, and organically combine case teaching method with other teaching methods, is the question that need to be considered for teachers in pharmacy management. This paper sums up the application of case teaching method in the teaching of pharmacy management and the problems that need attention.

1. Introduction

Pharmacy management is an interdisciplinary subject with sociological nature formed by the intersection and penetration of pharmacy and sociology, economics, law, management and behavioral sciences. It is a compulsory course for pharmacy students. The subject has strong practicality and applicability. It is important to explore and practice the teaching method that closely combines theoretical teaching with practical application. It is important to improve the teaching quality of the course, promote quality education, and cultivate students' innovative spirit and practical ability. significance. The case teaching method is that the teacher uses the case as the basic material according to the purpose and requirements of the teaching, and introduces the student into the specific practical situation with the problem. The teacher and the student develop the critical thinking ability and multi-dimensional solution through the analysis and discussion of the specific case. An open, interactive approach to problemability, decision-making and action in the face of complex educational situations. Case teaching originated from Harvard Business School in the United States. Since the implementation of the case teaching method in 1910, it has been used as the basic teaching mode of vocational training in the fields of business, law, and medicine. This not only emphasizes the teacher's / teaching 0 (guidance), but also emphasizes the student's / learning (discussion), requiring a considerable degree of change in the roles of teachers and students.

2. Advantages of Case Teaching Method in the Teaching of Pharmacy Management

The contents of pharmacy management involve management and related laws and regulations, as well as pharmaceutical ethics and ethics, such as drug supervision and management, drug management system, pharmaceutical technician management, drug management legislation. The traditional pharmacy management method is mainly to transfer the theoretical knowledge to the students in the classroom teaching method. Although the students can be familiar with and understand, the "cramming" teaching can not make students apply what they have learned. Moreover, the management of pharmacy has the nature of social science. There are many legal provisions and boring contents. Teachers' blind explanations will make the classroom lack of vitality and students' enthusiasm for learning will be reduced. Appropriate use of case teaching can make students concentrate, let students learn actively, combine the pharmacy case content and the relevant provisions of the pharmacy management regulations to find problems and solve problems, increase students' understanding and application of relevant knowledge, and mobilize students to learn. The enthusiasm of the teacher changed the mode of teaching in the past. The purpose of learning pharmacy management is to change the student's knowledge structure, enhance the ability to adapt to the profession, improve the overall quality, and cultivate high-quality and practical

talents that are useful to the society, and have the ability to complete pharmacy social tasks. Pharmacy management is an applied subject. Only the application of the learned knowledge to the actual is the purpose of teaching. The case teaching in the classroom can not only contact the textbook but also connect with the reality, and apply the problems that appear and exist in practice. Relevant laws and regulations to solve, while letting students realize that they must strictly abide by the law in the process of practicing, and cannot harm the people's physical and mental health. The case teaching fully applies the rigid theoretical knowledge to the practice of pharmacy management, which not only enhances students' initiative, but also enhances the classroom atmosphere. It also enables students to gain a sense of accomplishment and self-confidence in the management of pharmacy management, and improve their practical ability. It has already achieved integration with future work.

Classroom exists for the existence of students, and all activities in the classroom are carried out for the effective learning of students. Traditional teaching only focuses on the "teaching" of the teacher, but ignores the role of the student as the subject of the classroom. In this classroom environment, students only passively accept that they do not actively learn. The case teaching method emphasizes the two-way process of "teaching" and "learning". Introducing relevant cases in classroom teaching, allowing students to analyze problems and solve problems according to the theory they have learned, and participate in them. The roles of teachers and students are quite similar. A large degree of change makes the protagonist of the classroom change from a teacher-centered to a student-centered, students are the main body of teaching, teachers are organizers and guides, and achieve "complementation between teachers and students, complemented by teaching."

3. The Teaching Process of Case Teaching Method

This phase includes teacher preparation and student preparation. The preparation of teachers mainly includes: selecting good and suitable cases according to the content of the class and the purpose of teaching. This is the premise and foundation of the case teaching; familiarize and remember the main contents of the case, list the main points and problems; identify and enumerate this section Case analysis needs to focus on the issues; try to mark the important data and forms in the case in advance so that they can be viewed by students during class discussions. Case teaching has very high requirements for teachers. It requires teachers to have profound theoretical knowledge, and requires teachers to have rich teaching and practical experience, and to integrate theory and practice. The level of teacher induction and guidance often becomes the key to the success of case teaching. Teachers should be good at guiding and guiding in the discussion, and continue to give inspiration to apply the basic theories, concepts and methods of pharmacy management to the case to consolidate the knowledge that the students have learned. In addition, teachers are required to participate in social practice and conduct targeted research and teaching.

Case discussion is the main and key part of case teaching. It is a test of students' understanding of cases and their ability to use knowledge. In this process, students learn from the case, ask questions, discuss each other, or argue freely, exercise the students' expressive ability, improve students' ability to analyze and solve problems, and thinks are sublimated in collision. Through independent thinking, mutual discussion and even debate between teachers and students, students' thinking ideas will be more open, the methods for solving problems will be more expensive, the confidence to deal with problems will be enhanced, and the ability to understand and apply knowledge will be improved. Teachers should better control the situation of the classroom, listen carefully to the students' speeches, be good at discovering and capturing the highlights/sparks in the speeches; make the case discussion process run through/centered on the students; when the students discuss the cold field, they should be timely Inspire, activate student thinking, break the deadlock; when student issues are off topic, they should be adjusted and controlled in order to achieve the best results.

4. The Application of Case Teaching Method in the Teaching of Pharmacy Management

The introduction of good teaching can fully mobilize the students' enthusiasm for learning, so that students can have the psychology of craving for knowledge, and the case teaching can be used as the introduction teaching of the classroom, creating a situation related to the content of the new lesson, and proposing introducing new lessons to the problems related to the new lesson, creating a good learning atmosphere and laying a good foundation for the wonderful and successful classroom. For example, the "fake medicines and inferior medicines" knowledge points must be grasped in the management of pharmacy. They are defined and which types are treated as counterfeit or inferior medicines. The problem was raised by citing the case of "Xinfu Incident". In the Xinfu case, clindamycin phosphate glucose injection was not sterilized according to the approved process parameters, and the sterility test and pyrogen test did not meet the requirements. After learning through this example, students will be able to identify what is fake or inferior. At the same time, it is necessary to strictly implement the "Good Manufacturing Practices" when producing pharmaceuticals by pharmaceutical manufacturers, and to produce medicines according to the approved production process to ensure the quality of pharmaceutical production. Using the imported case to carefully design the introduction of classroom teaching, we can effectively grasp the students' attention, stimulate the desire for knowledge, and make students passively accept as active learning, which is to improve students' enthusiasm, autonomy and creativity, and also enhance classroom teaching effect. An important method.

After learning about the relevant knowledge of pharmacy management, students can access the information through the Internet, collect cases related to pharmacy, design problems independently, or send the subject matter and thinking questions to the students 1 to 2 weeks before the discussion, so that students can access the materials. By examining the data to find out what illegal acts in the case, what problems exist, and how to deal with them according to the provisions of the Pharmaceutical Affairs Law. The scheduling time is divided into groups in the classroom. During the discussion, different students will have different understandings of the cases and different ways of solving problems, which will play a mutual inspiration. In the course of discussion, the appropriate guidance of teachers is conducive to the continuous excavation of problems, but should not be limited to standard answers, so that students can learn knowledge, think about knowledge, use and consolidate knowledge, and students deepen their understanding through materials and discussion. Understand the knowledge of management and learn what is not in the textbook.

The case summary and combing are the last part of the case teaching. After the case analysis and discussion, the students have answered the case's problems, summed up the cases, sorted out the knowledge, and urged the students to understand and grasp the drug management knowledge accurately. A case may involve knowledge of several chapters in pharmacy management, such as the Xinfu incident, the lack of professional ethics of the quality control personnel in the pharmacy and drug manufacturing enterprises, the insufficient supervision of the drug regulatory authorities at all levels, and the failure of the hospital to report the drug in time. In response to the case, in the case summary process, the teacher needs to summarize the knowledge points involved in the case and the relationship between the knowledge points, so that students can understand the key points and difficulties of knowledge, and it is easier to understand and master the knowledge. The typical case is often that the impact of drugs on patients is enormous and can further enhance the changes in the pharmacy management system. The typical case is closely related to the content of the teaching. The content of the case should be closely integrated with the knowledge. Through the study of the classic case, the students can learn from one another and better understand and grasp the knowledge point. For example, the establishment of a drug registration management system, in the early 20th century, countries around the world set off a wave of drug research and development, but at that time the drug registration management law was weak, there have been many phytotoxic events, such as the United States 1937 sulfaguanide incident, with two Gan Alcohol instead of ethylene glycol as a solvent, the "reaction stop" that shocked the world occurred in 1961, many "sea seal babies" appeared in African and European countries, and the US Food and Drug Administration (FDA) reviewer Kelsey to Meyer The submitted "response stop" safety evaluation data was

questioned and not approved for listing in the US, so the United States survived. After these adverse events, countries attach importance to, develop or amend drug management laws. The relevance and typicality of adverse event cases are beneficial to the students' understanding and mastery of knowledge in drug management.

5. Conclusion

The application of case teaching method in the teaching of pharmacy management has changed the traditional teaching method, active learning atmosphere in the classroom, and improved students' interest in learning. At the same time, it can improve the efficiency of teachers' teaching and improve the teaching and business ability of teachers. It is of great significance. How to use the case study method to improve the quality of teaching, teachers need to spend more time to choose cases, use cases reasonably and scientifically, and lay the foundation for cultivating high-quality pharmacy management talents.

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