

## Applied Research on psychodrama in the Teaching of Integrated Chinese Medical and Western Medicine

Li Rong

Second Affiliated Hospital of Guizhou University of TCM, Guizhou, Guiyang, 550003, China

**Keywords:** psychological drama; integrated Chinese and Western medicine; psychology teaching

**Abstract:** Psychodrama is a kind of situational teaching method which can stimulate students' thirst for knowledge and enthusiasm and improve their emotional experience in the learning process to let the students understand the knowledge in person, so as to promote the common progress of teaching and learning. Therefore, making the application of psychodrama in the teaching of integrated traditional Chinese and western medicine have a good effect.

### 1. Introduction

Psychodrama is a kind of psychological therapy commonly used in foreign countries. It mainly exposes the psychological symptoms of the heart through the way of stage performance with the help of the audience, patients can freely express their emotions, thus reducing psychological pressure. Traditional Chinese medicine and Western medicine are the two major medicines in the world. In recent years, the role of traditional Chinese medicine in clinical practice has gradually been recognized by the world and it has far-reaching influence abroad <sup>[1]</sup>. The combination of traditional Chinese and Western medicine can complement each other to achieve a better clinical efficacy. Integrated Chinese and Western medicine treatment has become an important development direction of clinical medicine <sup>[2]</sup>. Medical psychology is also a new subject with the development of clinical medicine. However, because the situation of patients requiring psychological counseling is special, most of the medical treatment needs to be carried out separately and it is not as observable as other disciplines, so clinical internship cannot be carried out in order to make up for this defect, many medical schools have introduced psychodrama into the teaching of integrated traditional Chinese and western medicine and have obtained certain results.

### 2. Psychological drama

Psychodrama is a kind of psychotherapy method which mainly displays the problem to the psychologist through the form of performance, thus helping the patient to get out of the predicament <sup>[3]</sup>. Compared with one-on-one interviews, this approach does not only provides opportunities for psychotherapy but also provides opportunities for medical students to learn <sup>[4]</sup>. The participation of self-control and intuitive characteristics of psychological drama have been applied as a special way in psychotherapy and psychology teaching.

### 3. The application of psychological drama in the teaching of medical psychology combined with traditional Chinese medicine and western medicine

#### 3.1 Preparation

Students can refer to the combination of traditional Chinese and Western medicine in the literature to treat the psychological problems or psychological state that often occur in patients. It can also be discussed through group discussion, etc., and put forward the common psychological problems in the treatment of integrated Chinese and Western medicine, and combine these clinical textbooks to sort out these problems and determine the main body of psychological drama <sup>[5]</sup>. For example, in aspects such as mood and emotion, it is possible to take “treat the shadow” as a subject.

### 3.2 Script writing

The script is the core of psychological drama. Students can create the script by themselves in groups and modify it under the guidance of teachers. The script is required to be close to the reality, to highlight the psychological conflict of patients, to see big things through small ones and to make people think. Plot cannot be too dull, to ups and downs, exciting, combined with psychological theories and methods, cause the audience to think.

### 3.3 Performance preparation

The setting of the scene needs to have a sense of reality. Traditional Chinese and western medicine treatment room can be made as a scene in order to make the students resonate with the audience, and then choose the right actor to encourage students to participate actively. However, teachers need to choose the right actor and have good expression and performance ability <sup>[6]</sup>. Students with experience in integrated traditional Chinese and western medicine can also act as actors. By carefully preparing the corresponding scenes, students can be inspired by the way of practical demonstration, and feel the support of classmates in the process of performance, so as to overcome psychological difficulties. Finally, students can prepare for the performance in their spare time <sup>[7]</sup>.

### 3.4 Stage performance

At present, the performance mainly takes classes as the unit, and the costumes and equipment, including all kinds of medical instruments, acupuncture and medicinal materials, are mainly used to dress up properly <sup>[8]</sup>. Psychological problems and conflicts are presented through performance, and the whole performance takes this as a clue. Problems need to be foreshadowed before they appear, and are mainly used to highlight problems and contradictions, so as to arouse the resonance between students and audience. In this stage, everyone can be involved in the performance, and with the development of the story, the problems encountered by the protagonist are exposed, and the story gradually reaches a climax, which is finally solved by the key characters in the play <sup>[9]</sup>. Psychological techniques can also be incorporated into performance to achieve therapeutic and educational effects. Psychodrama needs to be carried out under the guidance of teachers, and it cannot be designed and performed randomly. Otherwise, it cannot achieve the expected purpose, but wastes students' time <sup>[10]</sup>. Therefore, the supervision of teachers is essential, and teachers cannot be replaced at will. At the same time, teachers should also give students creative space, reserved some improvisation scene, so as to stimulate students' creative thinking.

## 4. The role of psychological drama in the teaching of medical psychology combined with Chinese and Western medicine

As a new way of driving, psychological drama can break through the limitations of traditional teaching and change the way students passively listen. In the whole process of participating in theme determination and performance, students can actively inquire all kinds of materials so as to stimulate students' creative thinking and improve students' ability to analyze and solve problems, improve students' theoretical and practical practice, mobilize students' enthusiasm and have good teaching effect <sup>[11]</sup>. At present, medical psychology is a compulsory course in most medical schools and students need to master the skills of medical psychology to prepare for future work <sup>[12]</sup>. The medical students of the new century not only need to have a high medical quality at the same time they also need a good knowledge of psychology to cope with the situations encountered, reduce the occurrence of medical contradiction and conflict, let the students learn to respect patients and to master the application method by means of psychodrama, to let the student empathy so as to achieve the effect of empathy to improve the teaching efficiency of medical psychology.

## 5. Conclusion

Psychological drama has a good application effect in the teaching of medical psychology

combined with Chinese and Western medicine which can improve the students' enthusiasm for learning and thus improve teaching efficiency.

## References

- [1] Liang Daijing. The Application of Psychodrama in Medical Psychology Teaching [J]. Western Quality Education, 2016, 2(14): 138-139.
- [2] Hou Xihua, Nie Guanghui. The Application of Psychological Drama Teaching Mode in the Course System of Medical Psychology [J]. Medical Education Research and Practice, 2019, 27(1): 111-113.
- [3] Chen Ji'an, Xu Hui, Shi Kai et al. Exploration and practice of role-playing teaching method in military health education teaching[J].Chongqing Medical Journal,2016,45(4):565-566.
- [4] Yang Yan, Liu Shuai. Exploring the Happiness Classroom Based on Psychological Drama Mode [J]. Journal of Tianjin University (Social Science Edition), 2016, 18(3): 257-260.
- [5] Kong Yue, Hu Ruo-nan. The application effect of psychological drama in the psychological adaptation of new nurses [J]. Liberation Army Nursing Magazine, 2018, 35 (6): 73-74.
- [6] Oflaz F, Meric M, Yuksel C et al. Psychodrama: an innovative way of improving self-awareness of nurses.[J].Journal of psychiatric and mental health nursing,2011,18(7):569-575.
- [7] Azoulay, Bracha,Orkibi, Hod. The four-phase CBN Psychodrama Model: A manualized approach for practice and research [J].The Arts in psychotherapy, 2015, 42:10-18.
- [8] Michela Gatta,Dal Zotto Lara,Del Col Lara et al. Analytical psychodrama with adolescents suffering from psycho-behavioral disorder: Short-term effects on psychiatric symptoms[J].The Arts in psychotherapy,2010,37(3):240-247.
- [9] Griffith LF.Combining Schema-Focused cognitive therapy and psychodrama:a model for treating clients with personality disorders [J].Journal of Group Psychotherapy Psychodrama and Sociometry,2003,:128-140.
- [10] Chen Guiling.Overview of the Research and Development of Domestic Psychology in the Past 30 Years--Statistical Analysis Based on the Psychological Drama Literature of China Knowledge Network Database [J]. Qilu yiyuan, 2017, (5):118-122.
- [11] McVea CS,Gow K,Lowe R et al.Corrective interpersonal experience in psychodrama group therapy: a comprehensive process analysis of significant therapeutic events.[J].Psychotherapy research: journal of the Society for Psychotherapy Research,2011,21(4):416-429.
- [12] Jiang Yan. The application of psychological drama in the teaching of nursing students' empathy ability [J].Journal of Community Medicine, 2016,14 (19):77-78.