

## Reflecting on the joint-teach normal human body course by teachers from traditional Chinese medicine and Western medicine colleges

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In order to reform integrated education of Traditional Chinese and Western medicine and to cultivate human capital for the clinical application of integrated traditional Chinese and Western medicine, Beijing University of Chinese and Western Medicine (BUCM) has founded a nine-year program of integrated Chinese and western medicine (Hua Tuo Class). Qualified students have solid theoretical foundations, good manners, and open minds. According to the learning objectives of this program, we have been exploring new teaching modes. First, we combined anatomy, histology and physiology into one course called normal human body. This course covered the structure and functions of a normal human body, providing students a comprehensive and systematic understanding. Second, we invited professionals from School of basic medicine in Peking Union Medical College and doctors from western Medicine department of China-Japan Friendship Hospital to give guest lectures, exposing students to clinical settings and the traditional teaching modes in western medicine college. Teachers of various disciplines were able to team-teach in one lecture, shedding light on topics of their interest. When students asked questions, teachers collaborate to answer them from multiple perspectives, complementing each other at the same time. Students are able to master the knowledge of this system comprehensively through a teaching mode like this. This mode further spurs students' interest in the discipline, encourages self-learning and promotes the mutual learning between teachers and students. However, this new mode has yet to reach its full potential because the course materials of Union Medical College are completely in English, which posed a great challenge for our students. In addition, although students are in their second year, they have primarily been studying Traditional Chinese medicine and have limited knowledge of clinical diseases. Teachers of the joint teaching program should prepare lessons with better explanations of clinical terms in the future.

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