



Optimization strategies for lesson preparation and lecturing in anesthetic pharmacology

Panpan Hu, Tianying Xu

Department of Anesthetic Pharmacology, School of Anesthesiology, Second Military Medical University/Naval Medical University, Shanghai 200433, China.

Corresponding author: Tianying Xu.

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Highlights

- This review clearly defines the role of anesthetic pharmacology in the medical curriculum.
- It emphasizes analyzing students' prior knowledge and specific needs for targeted lesson preparation.
- It proposes actionable methods to integrate anesthetic pharmacology with clinical practice.
- It advocates for continuous updates to teaching materials to incorporate the latest advancements in the field.
- It highlights the role of modern teaching tools (multimedia, virtual reality, interactive simulations, etc.) in improving instructional design and student engagement.

Abstract

Anesthetic pharmacology, a specialized branch of pharmacology, differs significantly from the foundational pharmacology taught in undergraduate medical programs. A key challenge lies in effectively distinguishing and integrating these two courses to enhance students' theoretical understanding and foster their clinical anesthesia skills. This paper explores strategies for optimizing lesson preparation and delivery in anesthetic pharmacology, focusing on course positioning, student knowledge assessment, clinical integration, objective setting, content development, instructional design, innovative teaching tools, and classroom management. The ultimate aim is to enhance teaching effectiveness and train anesthesiology professionals with robust theoretical knowledge and practical competence.

Keywords: Anesthetic pharmacology, instructional design, course positioning, teaching tools

Introduction

Anesthetic pharmacology is a core course in the undergraduate anesthesiology curriculum, focusing primarily on the mechanisms of interaction between commonly used anesthetic drugs and the human body during anesthesia [1]. As a foundational precursor to clinical anesthesiology, it not only provides essential knowledge about anesthetic drug mechanisms but also establishes the theoretical basis for subsequent clinical skills training. Therefore, it is crucial for instructors to carefully design course content, ensuring that students acquire

a solid understanding of pharmacological theory and its application in clinical practice.

With the rapid advancements in anesthesiology, the global diversity of anesthetic drugs and techniques continues to expand [2]. To keep pace with these developments, anesthetic pharmacology teaching must integrate cutting-edge knowledge and effective teaching strategies. This dual focus enables students to consolidate their understanding of traditional pharmacology while addressing the challenges posed by modern anesthetic technologies [3]. However, due to the inherent delay in textbook updates



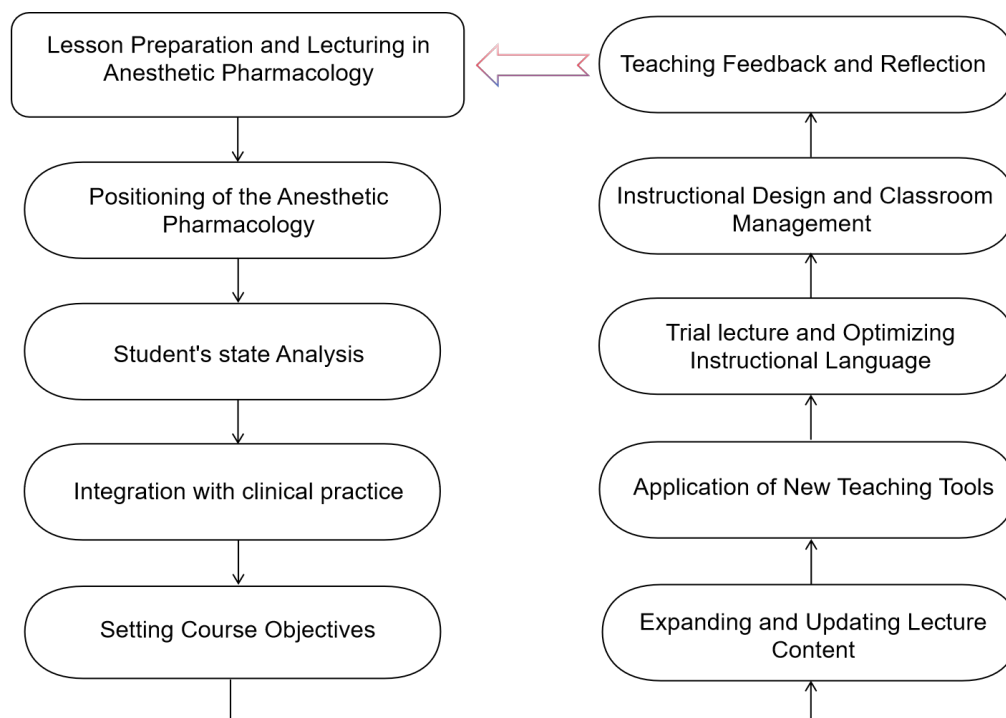


Figure 1. The model of lesson preparation and lecturing in anesthetic pharmacology.

relative to academic advancements, instructors must actively broaden their knowledge and update course content to ensure students remain informed about the latest theories and practical skills in anesthetic pharmacology.

To enhance the teaching outcomes of the anesthetic pharmacology course, this study explores strategies for optimizing its preparation and delivery (**Figure 1**).

Positioning of the anesthetic pharmacology course

In the medical education system, anesthetic pharmacology serves as a critical bridge between foundational pharmacology and clinical practice. As an extension of pharmacology, the course explores the mechanisms, clinical applications, and effects of anesthetic drugs across various anesthetic techniques [4]. Simultaneously, as a precursor to clinical anesthesiology, it addresses essential topics such as drug mechanisms, metabolism, and interactions. To meet teaching objectives, instructors must clarify the course's relationship with other subjects, avoiding redundancy with foundational pharmacology while emphasizing deeper and more advanced content.

Additionally, anesthetic pharmacology must cater to the practical needs of anesthesiology, particularly in drug selection, administration protocols, and ensuring drug safety during clinical

procedures [5]. A well-defined course positioning not only enhances students' motivation but also allows instructors to design cohesive and comprehensive teaching content, avoiding fragmented or disorganized knowledge delivery.

Student analysis

Understanding the student cohort is essential for optimizing lesson preparation. The primary audience for anesthetic pharmacology typically includes third- and fourth-year undergraduate medical students who have completed foundational courses in pharmacology, anatomy, and physiology but have limited exposure to clinical anesthesia. Teachers can assess students' prior knowledge, cognitive levels, and learning needs through pre-class surveys, individual discussions, and collaboration with other instructors [6].

Furthermore, students' needs vary by grade and major. For those preparing for clinical practice, the course should emphasize drug application and emergency management during practical procedures. For junior students, the focus should shift to foundational theories. This tailored approach helps avoid redundancy with other courses, ensures balanced coverage of key teaching points, and enhances student engagement and learning outcomes.

Integration with clinical practice

Anesthetic pharmacology stands at the intersection of pharmacology and clinical anesthesia, encompassing both theoretical knowledge and practical skills. Given that some instructors may lack direct clinical anesthesia experience, the following strategies are recommended to optimize teaching content and improve quality:

- **Knowledge Updates:** Teachers should actively collaborate with clinicians involved in anesthesia practice over the past two years to gather up-to-date information on anesthetic drugs and techniques [7].
- **Synchronization of Teaching Content:** Recognizing the lag in textbook updates, instructors should integrate recent findings on drug reactions, precautions, and new anesthetic formulations shared by clinical anesthesiologists into their teaching materials [8].
- **Content Review:** Regular discussions with practicing anesthesiologists should be conducted to review and update content on dosage, administration, adverse reactions, contraindications, and indications, ensuring clinical relevance and timeliness [9].
- **Alignment with Clinical Needs:** Teaching content should reflect the competencies required in clinical practice, focusing on developing students' practical skills and readiness for real-world applications [10].
- **Continuous Education for Instructors:** Teachers should engage in professional development through seminars, workshops, and clinical training to keep their knowledge current.

By implementing these measures, the teaching of anesthetic pharmacology can be closely aligned with clinical practice, enhancing both the practicality and effectiveness of the course while providing students with high-quality education.

Setting course objectives

Instructors should establish clear course objectives tailored to the backgrounds and needs of students at different academic levels. These objectives should encompass knowledge, skill, and competency goals [11].

- **Knowledge Goals:** Students should master the foundational concepts of anesthetic pharmacology, including the classification, pharmacological actions, pharmacokinetics, and pharmacodynamics of commonly used anesthetic drugs. To address varying levels of complexity,

instructors must allocate class time effectively, ensuring the material is neither overly dense nor overly simplified. This allows students to consolidate their understanding while building a strong knowledge foundation.

- **Skill Goals:** Anesthetic pharmacology requires students to apply theoretical knowledge in clinical settings. Methods such as case analysis, group discussions, and scenario-based simulations can help students bridge the gap between theory and practice, enhancing their clinical problem-solving abilities.
- **Competency Goals:** Modern higher education emphasizes integrating ideological and political education into professional courses. Teachers should inspire students' sense of responsibility and professional ethics in anesthesiology through well-designed course content. Competency goals should incorporate topics such as ideology, morality, legal regulations, and professional ethics, fostering social responsibility, teamwork, and a commitment to excellence in anesthesiology.

Expanding and updating lecture content

Given that textbooks often lag behind advancements in anesthetic pharmacology, instructors must continuously update and expand lecture content. This ensures students remain informed about the latest developments, including new anesthetic drugs, targeted anesthesia techniques, and personalized anesthesia strategies [12-15]. To address these gaps, instructors can:

Regularly review research literature, attend professional academic conferences, and consult clinical practitioners to stay current with emerging trends.

Encourage students to engage in self-directed learning by introducing them to recent scientific papers, online databases, and other resources. This practice not only broadens students' knowledge but also fosters a habit of lifelong learning.

Application of new teaching tools

Incorporating modern teaching tools is essential for enhancing instructional design. Technologies such as multimedia, virtual reality, and 3D simulations can make lessons more interactive and engaging. For example:

- **Virtual reality Simulations:** Simulating anesthesia scenarios using virtual reality can pro-

vide students with an immersive understanding of drug effects and procedural workflows.

- **Multimedia Tools:** Videos and animations are effective for explaining complex pharmacological mechanisms, enabling students to better grasp abstract concepts.

Instructors should stay informed about emerging teaching tools and integrate them into the curriculum to enrich lecture content and stimulate student interest. Diversified teaching approaches not only improve learning outcomes but also offer students a broader and more dynamic educational experience.

Trial lecture and optimizing instructional language

Trial lectures are a crucial step in ensuring effective instructional design and classroom delivery. Instructors should prepare detailed lecture scripts and practice their presentations to refine their instructional language, avoiding unnecessary verbal fillers, frequent pauses, or repetitive expressions. Trial lectures allow instructors to better control teaching time, ensuring a coherent and logical flow of content. Additionally, focusing on facial expressions, gestures, and tone during presentations can enhance engagement with students. Repeated rehearsals help young instructors build confidence, improve their teaching language, and achieve smoother classroom management and delivery [16].

Instructional design and classroom management

Effective instructional design is key to achieving successful teaching outcomes. Instructors should develop diverse instructional activities that promote student interaction and engagement. For example, integrating approaches such as problem-based learning, team-based learning, and case analysis can stimulate active student participation and critical thinking during class [17, 18]. Furthermore, course content should be closely tied to clinical practice, ensuring that students not only grasp theoretical concepts but also develop the skills to apply them in clinical scenarios.

Classroom management is equally critical. Instructors should monitor students' learning progress throughout the course, particularly during lengthy lectures. Techniques such as questioning, interactive activities, and discussions can help maintain student focus and create a dynamic learning environment. For

students who struggle or show low motivation, individual counseling and guidance can help overcome learning barriers and foster greater engagement [19].

Teaching feedback and reflection

Gathering teaching feedback and engaging in reflection are essential for improving instructional quality. Instructors can use real-time assessment tools, such as Rain Classroom, to deliver examination questions and evaluate students' understanding after each session [20]. Collecting student feedback on their learning experiences and suggestions allows instructors to make targeted improvements in subsequent lessons.

Reflection is equally important for professional growth. Instructors should regularly evaluate their teaching strategies and experiences, identifying successful approaches and areas needing improvement. For instance, after each lecture, instructors can analyze which instructional designs were effective and adjust their strategies accordingly. This iterative process ensures continuous enhancement of teaching quality and better alignment with student needs [21].

Conclusion

Teaching anesthetic pharmacology requires instructors to possess foundational pharmacological knowledge, up-to-date clinical practice insights, and well-designed instructional strategies complemented by effective classroom management. By carefully positioning the course, conducting thorough student analyses, and setting clear objectives, instructors can optimize lesson preparation and enhance student learning outcomes. Additionally, staying informed about the latest developments in anesthetic drugs and techniques ensures that teaching content remains relevant and cutting-edge. The integration of modern teaching tools and rehearsal techniques further improves classroom interactivity and instructional effectiveness. Finally, a commitment to continuous feedback and reflection enables instructors to refine their teaching strategies, ultimately cultivating anesthesiology professionals with robust theoretical knowledge and practical skills.

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