

Application of Situational Teaching Method in Nursing Teaching

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Abstract:

Nursing education is an important part of China's nursing education system and plays a unique role in economic construction and social development. But in general, the practical ability of nursing students is not enough to meet the needs of society. Strengthening practical teaching is not only the key to realize the training goal of nursing education talents, but also the basis of training skilled nursing talents. This study takes the practical teaching of nursing specialty as the starting point. Through investigation, the problems existing in practical teaching were revealed, and the "student-centered" situational simulation teaching method was introduced into the practical teaching of nursing specialty. This paper discusses how to effectively implement the situational simulation teaching method in practical teaching, in order to break through the traditional practical teaching methods and open up a new way for the reform of practical teaching of nursing specialty. Through the investigation of the current situation of practical teaching of nursing specialty, the main problems existing in practical teaching of nursing specialty were analyzed. The significance and necessity of introducing situational simulation teaching method into practical teaching of nursing specialty were put forward. This paper designs and implements the situational simulation teaching scheme, and compares and analyzes the implementation process and effect. Finally, in view of the problems existing in the current nursing practice teaching and the experimental effect of situational simulation teaching, this paper puts forward some suggestions on the application of situational simulation teaching method in nursing practice teaching.

Keywords: *Nursing Education, Practical Teaching, Situational Simulation Teaching Method, Teaching Reform.*

I. INTRODUCTION

In 1860, the world's first nursing school - Nightingale nursing training school was established in St. Thomas Hospital, which became the beginning of modern nursing education [1-2]. After the founding of new China, nursing was listed as secondary professional education. From 1952 to 1984, the training of nursing professionals in China was secondary technical education [3]. Until 2010, among the 2.04 million registered nurses in China, 49% had technical secondary education, and secondary professional education was still one of the main bodies of nursing professional education [4-6].

As a practical and applied discipline, nursing is an important index to measure the teaching level of

nursing colleges and universities is the students' comprehensive clinical practice ability [7]. The traditional clinical practice teaching mode can no longer meet the requirements of nursing students' comprehensive practical ability, so there is an urgent need for a new teaching method to adapt to and meet the teaching requirements under the new situation. The "student-centered" situational simulation teaching method is undoubtedly the best choice. Situational simulation teaching is to use various advanced technologies to truly simulate the actual scene of clinical nursing work [8-9]. It can make nursing students practice in high simulation and risk-free situations, and can train repeatedly and from multiple angles, which can basically solve the difficulties encountered in the current nursing practice education. Since 2012, we have changed the concept of nursing practice teaching, made full use of existing teaching resources for teacher training, and implemented student-centered situational simulation teaching in clinical practice teaching, which has significantly improved the comprehensive practical ability of clinical nursing of secondary vocational nursing students [10].

II. INVESTIGATION AND PROBLEM ANALYSIS OF PRACTICAL TEACHING OF NURSING SPECIALTY IN SECONDARY VOCATIONAL SCHOOL

2.1 Investigation on the current situation of practical teaching of nursing specialty in secondary vocational school

In order to objectively understand the current situation of practical teaching of secondary vocational nursing specialty in this area and provide practical basis for practical teaching reform, the survey was conducted by means of questionnaire and expert interview, and the survey results were analyzed and counted, so as to explore the causes of problems in practical teaching of secondary vocational nursing specialty.

During the investigation, one of the contents is "do you think the practical teaching link of secondary vocational nursing specialty is important?" 98% of the students think it is very important, and less than 2% choose ordinary or unimportant. The data fully shows that the practical teaching link of nursing specialty is very important in the eyes of secondary vocational nursing students. When asked "what do you think of the role of this professional practice course in cultivating professional practice skills", 67% of the students chose "significantly improved". Only 12% of the students chose "no training of practical skills". The data also fully shows that students believe that the training of practical links can improve professional skills (See Figure 2).

In the survey of front-line teachers and educational managers of nursing practice teaching in secondary vocational schools in Hengyang area, nearly 50% of teachers believe that "practice teaching serves theory teaching". 29% of teachers believe that "the theoretical teaching system serves the practical teaching system", and 21% of teachers believe that the two are two "relatively independent teaching systems", and their development can not be greatly affected by each other. It can be seen that the practice teachers of secondary vocational nursing specialty in Hengyang area have the problems of rich perceptual experience, lack of rational theoretical knowledge, one-sided understanding of the concept of practical teaching, and deviation between the system view of practical teaching system and theoretical teaching system (See Figure 2).

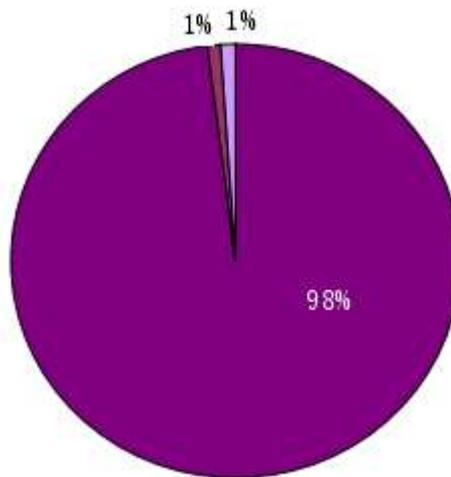


Fig 1: Investigation on the importance of practical teaching links of nursing specialty in Secondary Vocational Schools

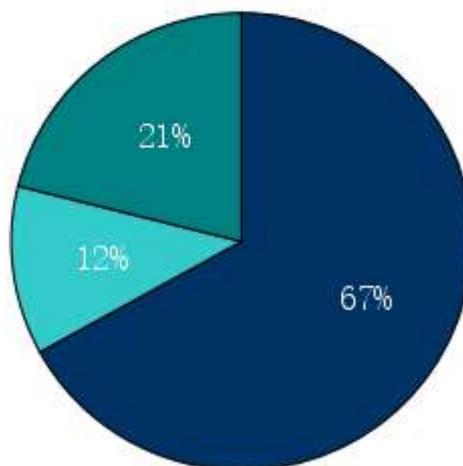


Fig 2: The effect of nursing professional practice course in secondary vocational school on the cultivation of professional practice skills

From the teachers of two secondary vocational health schools and four class III class a teaching hospitals in Hengyang, the number of respondents is 60, of which 45 have obtained a bachelor's degree, accounting for 75%; 6 people have obtained master's degree, accounting for 10%; 9 people with college degree or below, accounting for 15%. There are 9 people with the title of vice senior or above, accounting for 15%; There are 30 people with intermediate professional titles, accounting for 50%; There are 21 people with primary professional titles, accounting for 35% (see Table 1). The educational background and professional title of practical teaching teachers are generally low and need to be improved. The proportion of "double qualified" teachers with intermediate or above professional titles required for practical teaching is only 35%. Especially in teaching hospitals, most practical teaching teachers have only nurse practice certificate, but no teacher qualification certificate, and have not received standardized and systematic teaching knowledge training. Practical teaching methods and methods are difficult to unify and standardize,

and the teaching quality is difficult to be guaranteed.

TABLE I. Investigation on the current situation of secondary vocational teachers in Hengyang

Teacher education	Percentage%	Teacher title	Percentage%	Teaching equipment	Percentage%
Master degree or above	10	Senior title	15	Insufficient	58
undergraduate	65	Intermediate title	50	Enough	22
Below junior college	25	Primary title	35	Adequate	20

2.2 Problems in practical teaching of nursing specialty in Secondary Vocational Schools

In China's traditional secondary vocational nursing teaching, it is generally believed that theoretical teaching is more important, which can be clearly reflected in the class hour setting of theoretical teaching and practical teaching of nursing vocational education in China and foreign developed countries. The class hour of practical teaching in developed countries is significantly higher than that of theoretical teaching, while it is just the opposite in China. This reflects the lag of the concept of secondary vocational nursing education in China. Many teachers or educational administrators do not realize that practical teaching is a relatively independent teaching system, but still think that it is only a part of school education. They even think that practical teaching "is a supplement to theoretical learning, but only the verification or practice of theoretical knowledge in practice.

In order to better achieve the teaching purpose and cultivate social practical talents, medical colleges often choose multiple hospitals to establish practice bases. This is the common teaching mode of "school theory teaching + hospital clinical practice". Its biggest disadvantage is that theory cannot be combined with practice. In today's practical teaching of secondary vocational nursing specialty, many teachers still use the traditional teaching mode, such as traditional teaching, bedside teaching, organizing students to discuss the cases prepared in advance, etc. These traditional teaching models can not inspire nursing students to carry out open thinking, nor can they help students understand and remember to the greatest extent. In the actual practical teaching process, most teachers "instill" nursing theoretical knowledge into students and let students "feel the stone and cross the river" by themselves. Even some teachers let students start practical operation before even letting students know the theoretical knowledge in order to complete the teaching task as soon as possible. This teaching concept has a great deviation.

Because the current secondary vocational health school is constantly expanding enrollment, making more and more students, but there is a big gap between the growth rate of the number of teachers and the growth rate of students. Therefore, teachers will bear great teaching pressure in the process of teaching. In addition, the comprehensive quality of practical teaching teachers in theory and practice is not high, so the teaching quality can not be guaranteed. Compared with foreign countries, China's requirements for teachers are less strict, and there are no requirements for "high academic degree" for theoretical knowledge and technical knowledge, and no requirements for the number of years of practical experience of teachers in

this major. For example, the nursing practice course cooperated by the school and the hospital shall be held by the teaching hospital or the teachers with rich clinical practice experience, senior professional title and teacher qualification certificate outside the school.

III. SITUATIONAL SIMULATION TEACHING: A NEW MODEL OF PRACTICAL TEACHING OF NURSING SPECIALTY IN SECONDARY VOCATIONAL SCHOOLS

3.1 The theoretical basis of student-centered situational simulation teaching

The research on the teaching thought of "taking students as the main body" has long become a hot direction in the field of education. Teaching method is for teachers and students to complete the common teaching task and achieve the common learning goal. Situational learning theory is a hot topic in the field of Western learning theory. In fact, as early as the mid-1980s, the American scholar rsenick put forward the situational learning theory and published a monograph "learning inside and outside school" in the 1980s, which caused a sensation in the whole educational circle at that time. In March 1993, coincidentally, with the emergence of the special topic of educational technology in the United States, under the leadership and leadership of the top authoritative magazine, it hosted the research and discussion column of the theory, based on the criticism of the traditional teaching mode and the reflection of the traditional theory itself. In 1996, the viewpoint of "situational learning theory" was collected and published. At that time, a large number of relevant theoretical research works also poured out. Therefore, the research of this theory entered a new period of development, moving towards development and enrichment step by step.

This dynamic construction and organization is the state that individuals change their beliefs and perceptions in the process of interaction with society and situation. It is a kind of human adaptive behavior and the ability to adapt to the dynamically changing and developing environment and society. In other words, students' behavior must be rooted in human emotions, values and attitudes, and the role of social members cannot be ignored. If they want to complete all the contents involved in learning, they must think in the situation, truly interact with the situation, and be able to independently and skillfully use their professional knowledge and skills to achieve the purpose of teaching. Based on the research status of Situational Cognition Theory and learning, we should follow the principle of "taking ability training as the standard". Interaction is the core of situational learning, and design a real situation. Situational learning theory emphasizes the creation of real practice field, which is not blindly copying and becoming a "script", but providing background and support for learners. First, based on the research results of Situational Cognition and learning, various learning processes are not carried out at the same time. In other words, the design of teaching content and learning situation cannot be divorced from real life. Second, in the fields of educational psychology and anthropology, learners should not only master the corresponding knowledge, but also change their learning methods, attitudes and methods. In situational learning, learners should take a more proactive attitude to think independently, digest knowledge, understand and complete the tasks required by the learning process from their own perspective. In short, the core of situational learning theory is students' "independent participation".

3.2 Significance of situational simulation teaching in secondary vocational nursing specialty

In the traditional teaching method, the teacher's monotonous narration and blackboard writing are the main ones, and the students are listening passively in the whole class. This is what we often call

"indoctrination" education. Teachers are in a completely dominant position and students accept it passively. Students only store the knowledge taught by teachers. Even now, modern teaching methods are only used in a different way, which is essentially a "spoon feeding" teaching method. Therefore, applying the situational simulation teaching method to the practical teaching of secondary vocational nursing students, carrying out situational simulation through integrating theory with practice, increasing students' mobile phone meeting, focusing on cultivating their practical operation ability and comprehensive ability, developing their potential and constantly stimulating their learning interest can improve students' learning ability.

Using situational simulation teaching in the teaching process is a reform of teaching form. Its main purpose is to strengthen students' mastery of theoretical knowledge and improve their practical ability. However, the basis of improving practical ability still depends on solid theoretical cultivation. Without the guidance of scientific theory, it is difficult to find the right direction to solve practical problems. In addition, theoretical teaching is the cornerstone of the cultivation of practical ability. Whether theoretical teaching achieves actual results mainly depends on whether students' practical ability can be improved, and the improvement of practical ability must be exercised in the actual situation. Therefore, we should pay equal attention to the cultivation of theoretical teaching and practical ability, and adhere to the close combination of theoretical teaching and simulation exercise.

Using situational simulation teaching method in the clinical practice stage of secondary vocational nursing students can change the current situation of seeing more and doing less in the practice process of nursing students at this stage. This method is different from the operation practice in school, which is closer to the actual situation, can exercise their quality and meet the needs of nursing career. In addition, situational simulation exercises are repeatable. Nursing students have more opportunities to play different roles. When mistakes occur, they also have more opportunities to correct them. They can learn valuable experience from them, so as to improve their ability, avoid "detours" in practical work and reduce the occurrence of mistakes. Moreover, in clinical teaching hospitals, the situations set must have really existed. Compared with schools, they are more realistic and forward-looking.

3.3 Design and implementation of situational simulation teaching in secondary vocational nursing specialty

Teaching goal refers to the direction and expected effect implemented in the process of teaching activities. It is the starting point and end point of all teaching activities. It is not only related to the educational purpose and training goal, but also different from the educational purpose and training goal. Based on the syllabus of nursing practice in secondary vocational schools, with students as the main body and teachers as the leader, we require students to collect real and typical cases of various departments in the process of clinical practice and carry out the compilation and exercise of situational teaching cases. According to the evolution process of these diseases, take correct treatment and nursing, and know the relevant laboratory test results. Evaluation can be divided into formative evaluation and summative evaluation. Formative evaluation refers to the process in which teachers or managers record and evaluate students' learning process in detail in the process of teaching activities, and adjust teaching activities through the obtained relevant data and first-hand materials. The main methods include group discussion, student survey, exercise and chapter test. Summative evaluation refers to the judgment of teachers or managers on the effect of the teaching process after all teaching activities are completed.

There were 232 nursing students practicing in our hospital from June 2012 to June 2014, of which 110 were randomly selected as the control group and 122 as the experimental group. There was no statistical difference between the two groups in terms of education background, age, personal quality and educational background ($P > 0.05$), and the teaching teachers were relatively fixed. Adopt the traditional teaching mode, implement the belt and one clinical teaching, and take the teaching teacher as the center to demonstrate operation, impart theoretical knowledge and conduct operation training. Adopt the "student-centered" situational simulation nursing clinical teaching mode.

Situational design should be closely combined with clinical practice. Cases come from clinical real case data, step by step, from shallow to deep, take authenticity, knowledge, inspiration and interest as the design principles, closely follow the syllabus and combine with the nurse practice examination outline. First, let the students choose the representative clinical typical cases of the specialty. The teacher guides the students to design the case teaching process. The students should be familiar with the disease symptoms, signs, laboratory examination results, treatment and nursing measures of the patients they play. Then we will design independently, formulate corresponding treatment and nursing measures according to the cases, and arrange the situation simulation, which will be implemented independently after being reviewed by the teachers. Situational design is student-centered, relying on real clinical cases, teachers and students jointly create situations, and through continuous optimization, it can meet the needs of clinical practice.

IV. CONCLUSION

The application of "student-centered" situational simulation teaching method in secondary vocational nursing practice teaching can effectively improve the teaching effect of nursing clinical practice teaching, improve students' operation skills and adaptability, and is more conducive to the cultivation of team spirit. This will have an inestimable effect on nursing students when they finish their internship, go to work and serve the society. In addition, the situational simulation teaching method also stimulated the learning enthusiasm of teaching teachers, urged them to study business knowledge and improve business skills, and the teaching level has been continuously improved.

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