

Evaluation of the Practical Teaching Method Reform of Fundamental Nursing in Nursing Education

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Abstract: Objective: The major objective is to evaluate the practical teaching method reform of fundamental nursing in the nursing major. Method: 80 students majoring in the nursing profession are selected as the objects of study. All the objects are divided into two groups randomly, i.e. the control group and the observation group. For the comparison of practical performances and theoretical exam scores of two different modes of teaching, the control group uses traditional teaching modes, the observation group uses the reformed teaching modes. Result: The result indicates that the average score of the observation group is higher than that of the control group. The difference between the two groups is obvious, making the experiment result statistically significant ($p < 0.05$). Conclusion: For students majoring in the nursing profession, during the basic practical teaching and learning process, adequate reform of traditional teaching methods is helpful to improve performances and scores of students, which is worth concerning.

The nursing profession is a discipline that requires a higher level of practical operations. Students majoring in the nursing profession are required to have stronger hands-on skills [1, 2]. Therefore, practical courses are as important as theoretical courses in terms of nursing education. During the processes of practical teaching, teachers shall highly value the training of skills. They should continue to reform and renew their teaching methods to improve the teaching effects and practical teaching levels of fundamental nursing in nursing education [3-5]. However, some of the current teaching modes of practical and theoretical courses of the nursing profession seem boring to students; they have difficulty in arousing student's enthusiasms. In addition, in real classrooms, such teaching modes cannot stimulate the interests of students nor attract students to participate in the class [6-8]. Consequently, unsatisfactory teaching modes lead to unsatisfactory teaching effects. After graduation, students may find it difficult to find jobs if they are never interested in what they have been learning [9-12]. In order to analyze the effectiveness of practical teaching method reform of fundamental nursing in nursing education, 80 students majoring in the nursing profession in our school are selected as the objects of study. For the comparison between teaching effects of traditional teaching modes and reformed and innovated teaching modes, the study objects are divided into the control group and the observation group, with 40 of them in each group. The detailed research information is introduced below.

1. Materials and Methods

1.1 General Materials

80 students majoring in the nursing profession in our school are selected as the objects of study. All the objects are divided into two groups randomly, i.e. the control group and the observation group, with 40 of them in each group [13-15]. The gender allocations of study objects are 6 males and 74 females. When the study objects entering our school, their average theoretical score is (68.25 ± 6.5) [16]. All general references of study objects in both groups have no statistical significance ($p > 0.05$), making the study objects are of comparability.

Inclusive criteria: Students who are able to participate in all the processes of the experiment;

highly-motivated learners who are able to acquire knowledge by themselves in accordance with the instructions of teachers [17; 18].

1.2 Methods

The control group accepts the traditional teaching modes, which are mainly the processes of teachers explaining and students listening. Teachers explain theoretical knowledge to students and then instruct students in the practical training workshop. Teachers do the demonstrations first, and students practice by themselves then.

The observation group accepts the reformed teaching modes, which mainly include:

(1) Teachers innovate their teaching philosophies. In specific teaching processes, teachers attract students to participate; they emphasize on the training of practical operation abilities and thinking skills of students in combinations of psychological perceptions, thinking skills and memories of students in the teaching-learning process [19; 20]. For students with relatively poor memories and weak hands-on skills, teachers shall encourage them properly, and instruct them in after-class enhancing training.

(2) Teachers innovate their teaching modes. In order to improve the teaching level of nursing major, teachers shall keep innovating their teaching modes. Traditional teaching modes are relatively boring; they cannot attract students to participate nor arouse the enthusiasms of students. Therefore, teachers adopt the “Flipped Classroom” mode and divide their teaching processes into the following four stages [21; 22]: (1) stage one. In stage one, teachers guide students to preview. They start with real clinical instances and detailed nursing works, then design the project-based learning (PBL) contents. Students look up relevant materials and references and discuss in groups to finish the preview. (2) Stage two. In stage two, teachers briefly introduce the project to be finished. During the processes of simulating and practicing, teachers shall envisage all the possible problems that may happen in advance, and help students solve them. (3) Stage three. In stage three, teachers and students simulate the nursing cases together, which can be finished in training workshops or through “Simulated Classroom”. Combining the learning objectives, teachers create simulated nursing scenes for students. Students shall solve the nursing problems for “patients” in the scene. The classroom furnishing shall simulate the real hospitals or care centers to make students immerse into the scenes. Besides, students are divided into 3-5 teams. One team leader is assigned to each team, responsible for coordinating the learning and managing of fundamental nursing. It is of great importance for teachers to encourage students. During the learning processes, teachers shall give positive comments on the advantages of students, optimize the simulated scenes and help students adapt to their roles as soon as possible. Through the whole stage, the main jobs of teachers are managing and organizing students to help them fully give play to their subjective initiatives in the classroom. (4) Stage four. In stage four, teachers analyze, instruct and summarize the classes. Nursing teachers analyze the performances and learning objectives of students and summarize and instruct the insufficiencies of students in terms of operating techniques and nursing etiquette. Besides, teachers also give humanistic cares to students, which will make students fully understand their advantages and disadvantages after learning. Therefore, students are able to bring up new ideas or problems combining their own situations, which can be discussed in depth with each other under the guidance of teachers for conclusions or solutions. Ultimately, students have finished the autonomous learning processes. Through the reformed teaching modes, the learning abilities and thinking skills of students are increased continuously, so as their exam scores.

1.3 Assessment Indicators

After finishing the experiment, both practical and theoretical exam scores of students in the two groups are compared and analyzed.

1.4 Statistics Analysis

The research data are analyzed through SPSS19.0 statistics software. The enumeration data are tested by χ^2 . Measurement data are tested by t . Measurement indicators are expressed as “mean \pm

standard deviation ($\bar{x} \pm s$), if $p < 0.05$, it is statistically significant.

2. Results

After comparing the theoretical and practical exam scores of students in the two groups, it is clear that the overall scores of the observation group are higher. The differences are obvious, making the results statistically significant ($p < 0.05$), as shown in Tab.1.

Tab.1 Comparison of Practical Performances of Students in Two Groups

Group	Exam scores of practical courses	Exam scores of theoretical courses
Observation group (n=40)	90.15±8.12	92.56±8.15
Control group (n=40)	68.56±6.54	70.56±7.56
t value	23.021	18.541
P Value	<0.05	<0.05

3. Discussion

In recent years, students majoring in the nurse profession show an obvious sign of getting tired of traditional teaching modes. Therefore, their learning subjective is lowered. Consequently, the overall teaching levels are dropped. After researching and analyzing, the reasons have been found [23]. Some students think that courses of nursing are relatively boring with numerous repeated contents; thus, they are unwilling to participate in the teaching and learning processes. Therefore, teachers of the nursing profession must innovate and reform the current teaching modes to arouse the enthusiasms of students. The reformed teaching modes are mainly the expressions of traditional modes transforming into physical, psychological, and social oriented modes by shifting and innovating the current teaching modes. The reformed teaching modes value the control and training of the response capabilities and continuous working qualities of students during the teaching process, which in turn will help students positively participate in the learning processes of basic knowledge of nursing profession, feel the sense of accomplishment and pleasure, and increase their learning efficiencies while they are learning and practicing [24]. Under such circumstances, the self-managing abilities and comprehensive qualities of students are improved, gradually making problems generated during the processes of teaching and learning get solved effectively. Therefore, the teaching quality of nursing education shall be improved at a stable pace [25].

The researching result shows that after being treated with reformed teaching modes, the average exam score of all subjects of the observation group is higher than that of the control group. The difference between the two groups is obvious, making the experiment result statistically significant ($p < 0.05$). In summary, reasonable and proper reforms of traditional teaching modes and innovated methods of practical teaching will help students majoring in nursing profession master the knowledge of their discipline better [26-27]. In addition, both their practical skills and nursing etiquette toward patients are improved and strengthened through the reformed and innovated teaching modes. During the teaching processes of reformed and innovated teaching modes, students are regarded as the principal parts of the classes, which not only helps stimulate the subjective initiatives of students but also improve the overall teaching level of both practical and theoretical courses of the nursing profession [28-30]. Consequently, achievements, exam scores and comprehensive qualities of students are effectively optimized, which is beneficial to both students and teachers. Therefore, the teaching modes of fundamental nursing are worth further discussing and exploring by teachers of the nursing profession.

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