

Application of Scenario Simulation Method in Pediatric Clinical Nursing Teaching

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Abstract: Purpose Analysis of Situational Teaching Method Applied in Pediatric Clinical Nursing Teaching.

Method The 120 nursing students who studied in our University from 2015 to 2017 were selected as the study subjects and divided into routine group and experimental group. General teaching methods were adopted for the routine group, and the experimental group took a scenario simulation teaching method on this basis. **Results** The satisfaction of the teaching methods between the experimental group and the routine group were 93.33% and 81.67% respectively, $P<0.05$; The theoretical and practical results of the experimental group were better than the routine group, $P<0.05$. **Conclusion** The application of the situational teaching method in pediatric clinical nursing teaching has a significant effect and can effectively arouse students' interest in learning.

Key words: Department of pediatrics, nursing clinical teaching, situational teaching method

1 Introduction

Under the current situation of the current economic globalization and the continuous advancement of medical and health care system reforms, it is required that nursing personnel not only possess a professional knowledge reserve, understand the development of modern medical technology, but also be able to use advanced concepts and technologies to effectively serve patients and have good communication skills, emergency capabilities and innovative ideas. The traditional clinical nursing teaching model can no longer meet the needs of the development of modern nursing. At the same time, due to the specificity of pediatrics, clinical nursing practice in pediatrics is faced with difficulties. Therefore, exploring new

teaching models of pediatric nursing to improve the clinical practice ability of nursing students has become a hot issue for educators.

Scenario simulation method refers to the teacher's intentional introduction or creation of a vivid and specific scene with a certain emotional color and image as the subject in the teaching process to induce students to experience a certain attitude, so as to help students understand the teaching materials and make the student's psychological function can be developed. The core of scenario simulation method is to inspire students' emotions. It affects students after they have refined and processed society and life. Such role models, vivid language descriptions, in-class games, role-playing, and so on, all contain teaching content in the context of specific images and there must be implied implications. Scenario simulation teaching mainly uses role-play and other methods. From the leap of "static learning to dynamic learning", students can eliminate learning fatigue, stimulate learning interest, and improve learning efficiency. The experience of the implementation of scenario simulation teaching in our school's pediatric nursing education is summarized as follows.

2 Data and methods

2.1 Basic information

In this study, 120 nursing students who studied at our university from 2015 to 2017 were selected as the study subjects. Sample grouping schemes were used to divide them into routine group and experimental group, with 60 cases in each group. The routine group included 3 males and 57 females, aged 20-22 years, with an average age of (21.03 ± 0.52) years old. The experimental group consisted of 2 males

and 58 females, aged 20-21 years with an average (20.05 ± 0.48) years old. Comparing the general data of the two groups of students, the difference was not statistically significant, $P>0.05$, comparable.

2.2 Experimental methods

2.2.1 Teaching methods of the experimental group

First, prepare: Design scenario import case or video for class introduction. Prepare and distribute the academic case or task list, inform the contents of the drill and the precautions in advance, and upload the electronic version to the class QQ group 3 days in advance so that the students can download previews, perform relevant preparatory work in advance, and answer the existing questions. Second, implementation: It mainly focuses on such five teaching activities as introducing, performing, analyzing, practicing, and evaluating. “Introducing” is the introduction of new courses through typical clinical cases to stimulate students’ interest; “Performing” refers to the role-playing of students in the work scene, experiencing and learning in the performance; “Analyzing” means that the teacher analyzes the student’s performance and problems after their performance; “Practicing” refers to the transformation of the elements of the situation. Students perform drills to reinforce and consolidate knowledge and skills; “Evaluating” refers to the teacher’s overall evaluation on students’ overall performance. The introducing phase of the lesson is mainly to set up as realistic as possible the work scene; guide the student’s drill activity; pay close attention to the students’ performance of drills, find problems, solve problems, and take appropriate measures to encourage.

2.2.2 Teaching methods of the control group

The control group adopted a traditional teaching method, and the teachers in the two groups were the same. After the completion of the teaching, a questionnaire survey and a teaching exam were conducted.

2.3 Evaluation results of evaluation indicators

Select teacher-student two-way assessment method for assessment work, and the teacher should conduct regular theoretical and practical review of students, and the daily assessment results shall be treated as the main basis for the final results. Before the completion of the internship, all aspects of the student’s theory and practice shall be reviewed, and the final assessment results are combined with the daily assessment results to arrive at the most comprehensive assessment results for these students.

2.4 Statistical analysis of data

SPSS20.0 statistical software package was selected for statistical analysis. Measured data were described by mean and standard deviation; Counting data is described by frequency and percentage (%); The comparison between the experimental group and the control group was checked by t. The x^2 test was used to compare the qualitative data between the experimental group and the control group.

3 Results

3.1 Assessment results

The theoretical and practical results of the experimental group were superior to those of the routine group. The data between the two groups was $P<0.05$, and the difference was statistically significant. See Table 1.

Table 1 Comparison of assessment scores between two groups of students (x- \pm s)

Group	Theoretical Results	Practical Results
Experimental Group(n=60)	93.56 ± 5.25	92.85 ± 5.21
Routine Group (n=60)	82.65 ± 5.14	81.22 ± 5.11

3.2 Students in the experimental group were more satisfied with the teacher’s teaching satisfaction than the routine group. Data of the comparison group was $P<0.05$, and the difference was statistically significant. See Table 2.

Table 2 Comparison of Teaching Satisfaction with Teaching Teachers of Two Groups of Students [n(%)]

Group	Satisfied	Basically satisfied	Not satisfied	Satisfaction (%)
Experimental Group(n=60)	48 (80.00)	8 (13.33)	4 (6.67)	93.33
Routine Group (n=60)	37 (61.67)	12 (20.00)	11 (18.33)	81.67

4 Discussion

4.1 Situational teaching methods help to improve students' initiative and enthusiasm for learning and enhance their interest in learning

The situational teaching method changes the traditional teaching style of teacher teaching to a classroom teaching mode that combines student-centered teaching and scenario simulation. Students are allowed to perform clinical simulations based on theoretical knowledge, which stimulates students' interest in learning independently. They also have exercised self-regulation and self-reflection skills in scenario performances. In the scenario simulation, students fully realize their potential and effectively combine theoretical knowledge with clinical practice. Finally, through the guidance and refinement of the teachers, students can form a frame of study in their minds and deepen the memory of theoretical knowledge. Shen Jianxin applied the situational teaching method to internal medicine nursing teaching and found that students' comprehensive ability improved. In this study, the theoretical test score of experimental group was significantly higher than that of the control group ($P<0.01$), which can also prove the point that was mentioned above.

4.2 The students in the experimental group have a higher evaluation of the situational approach

Table 2 shows that students in the experimental group are supportive of the situational approach, 76.19% of students believe that they have improved their ability to observe the disease through scene performance, and 88.10% of students say that the situational approach deepens their memorizing and understanding of knowledge. In the form of group simulations, students can demonstrate their theoretical knowledge and practical ability in a real clinical environment and promote the development of students' clinical critical thinking ability.

4.3 The necessity of application of situational approach in pediatric nursing teaching

Pediatric nursing is a very practical discipline, and the patients faced are rather special. Coupled with the current highly-stressed relationship between doctors and patients, society has higher requirements on the theoretical and practical abilities of medical personnel. We used the scenario teaching method in pediatric

nursing teaching. Students were immersed in the psychological activities of children and their parents, fully demonstrated humanistic care, and provided overall care for children.

4.4 Scenario simulation teaching puts higher requirements on teachers' comprehensive ability

The teaching process is an interactive process of mutual development and progress between teachers and students. In this process, students are the main body and teachers play a guiding role. In the scenario simulation teaching process, in addition to having a high professional level, clinical experience, and solid medical basic knowledge, teachers should also have strong organizational and adaptability to simulate patients and their families in the background and ask students questions to encourage students to think and guide and monitor groups to ensure that teaching activities proceed smoothly. It can be seen that in the scenario simulation teaching, with the improvement of teaching methods and the modernization of teaching methods, the requirements for teachers' professional level are getting higher and higher. Teachers are required to organize teaching according to the actual situation of the students, and to guide students to think and improve students' ability to use knowledge. It is required that teachers not only encourage students to dare to break through routine thinking, are good at analyzing and guiding students, but also must master the use of teaching simulation systems and flexibly set teaching scenes as needed. The quality and level of teachers are the key to the success or failure of scenario simulation teaching activities. Teachers should change teaching concepts, study education theories, and strive to improve their own quality.

4.5 Scenario simulation teaching can be used flexibly according to teaching needs and the student acceptance is high

The use of the scenario simulation teaching method is more flexible. In terms of methodology, it can be presented in five links, ie, using a single situational model, which can also be used in conjunction with case teaching methods, PBL teaching methods, action-oriented teaching methods, and other teaching methods, such as the introduction of medical records - scenario simulation teaching. That is, first use the case teaching method to analyze, discuss, and summarize the medical record, form abstract theoretical knowledge, and then

set up scenarios for simulation exercises to consolidate and internalize knowledge. In terms of content, it can carry out scenario simulation on a certain content or link in the classroom, such as carrying out situational simulation training on the skills of communicating with children, and can also incorporate relevant contents of interpersonal communication, nursing etiquette and other disciplines in the scenario simulation. In terms of function, the scenario simulation method can be used for daily learning and training, and can also be used for comprehensive quality assessment. The classroom of scenario simulation teaching is highly efficient. Students participate wholeheartedly and change their traditional passive acceptance into initiative creation and comprehensive promotion. It is also an open classroom where students perform as they please, turn the teacher's podium into a student's arena and enjoy the show. In summary, the scenario simulation teaching method is suitable for the academic situation of nursing students in secondary vocational schools, embodies the "student-centered" education concept, and has a higher degree in improving students' learning efficiency and cultivating the professional qualities of pediatric nurses. The application is worth being promoted in the teaching of paediatric nursing. However, the scenario simulation teaching method puts forward higher requirements for teachers. Teachers should pay attention to the accumulation of peacetime and summarize after class and strive to further enrich and extend the scenario simulation teaching theory in practice.

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