

Teaching Reform of “Nursing of Traditional Chinese Medicine” Course Based on OBE Concept

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Abstract: Traditional Chinese medicine (TCM) nursing is one of the important disciplines in TCM. It is based on TCM theory and combined with modern nursing theory and technology, aiming to provide comprehensive and individualized nursing services. With the changes in the medical environment and the continuous improvement of people’s health needs, the teaching of TCM nursing is facing new challenges and opportunities. This paper aims to discuss the teaching reform of TCM nursing course based on the concept of outcome-based education (OBE) or student-centered teaching. The significance of this study is to provide theoretical basis and practical guidance for the teaching reform of TCM nursing course, and to promote the development and progress of TCM nursing education. Through the teaching reform based on OBE concept, we can better cultivate TCM nursing talents with innovative spirit and practical skills, and contribute to the development of TCM.

Keywords: Traditional Chinese medicine nursing; OBE concept; Curriculum teaching reform; Learning and practical skills

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1. Introduction

Traditional Chinese medicine (TCM) nursing is one of the important disciplines of TCM. It explores the application of TCM in the field of nursing based on the theory of TCM, combined with modern medical theory and technology. With the continuous deepening of medical education reform, curriculum teaching reform based on the concept of outcome-based education (OBE) or student-centered teaching has become a hot spot in the current education field^[1]. This article aims to discuss the teaching reform of TCM nursing course based on the OBE concept, in order to improve students’ learning effect and practical skills, and promote the development of TCM nursing.

2. Overview of OBE concept

2.1. Definition and characteristics of OBE concept

OBE is an outcome-oriented educational concept, emphasizing the actual achievements and skills of students in

the learning process. The core of the OBE concept is to focus on the learning outcomes of students, not just the process and content of teaching. The main features of the OBE concept are as follows.

One of the main features of the OBE concept is learning outcomes orientation. The OBE concept regards learning outcomes as the core of teaching, emphasizing the actual results and skills achieved by students in the learning process. Teachers need to clearly define the learning goals and expected results in order to assess whether students have achieved these goals. The second feature is personalized learning. The OBE philosophy encourages individualized learning, focusing on the individual needs and potential of each student. Teachers need to design teaching activities according to students' interests, abilities, and learning styles to promote students' individual development. The third feature is comprehensive evaluation. The OBE concept emphasizes comprehensive evaluation, not just relying on traditional exams and tests. Teachers need to use a variety of assessment methods, including project assignments, practical experience, oral reports, etc., to comprehensively evaluate students' learning outcomes. Another feature of the OBE concept is practice-oriented. The OBE concept focuses on the combination of learning and practice, emphasizing that students apply the knowledge and skills they have learned in practical situations. Teachers need to design practical learning tasks, encourage students to actively participate in practical activities, and improve their practical application skills. Lastly, the OBE concept also includes feedback and improvement. The OBE philosophy encourages feedback and improvement between teachers and students. Teachers need to provide students with timely feedback to help them to understand their learning progress and shortcomings so that they can continuously improve.

2.2. Application of OBE concept in education

Firstly, OBE concept can be applied in curriculum design. The OBE concept can guide curriculum design and help teachers to clarify learning goals and expected outcomes. According to students' needs and abilities, teachers can design challenging and practical learning tasks to promote the development of students' comprehensive skills. Secondly, it can be applied in teaching methods. The OBE concept can guide the selection and application of teaching methods. Teachers can adopt a variety of teaching strategies, such as group cooperative learning, problem-based learning, case analysis, etc., to promote students' active participation and the cultivation of practical skills. Additionally, it can be applied in assessment methods. The OBE concept emphasizes comprehensive evaluation, which can guide the reform of evaluation methods. Teachers can use a variety of evaluation methods, such as project assignments, practical experience, oral reports, etc., to comprehensively evaluate students' learning outcomes and abilities. Moreover, it can be applied in student development. The OBE concept focuses on the individual development of students and can help students to discover their interests and potential. Students can choose learning content and methods according to their own interests and abilities, so as to improve learning motivation and effect.

2.3. Value of OBE concept in medical education

The OBE philosophy clarifies course objectives and learning outcomes. By clarifying learning objectives and learning outcomes in TCM nursing course, students can better understand and master the core concepts and skills of TCM nursing. By setting clear goals, students can be clearer about their own learning direction, which improves the effectiveness and efficiency of learning. In addition, the OBE concept can promote students' active learning and independent development. In traditional medical education, teachers often play the roles of imparting knowledge and mentoring students. Under the OBE concept, students are encouraged to actively take part in the learning process and achieve learning goals through independent learning and development. This learning method can cultivate students' independent learning and problem-solving skills, and improve students'

learning motivation and interest in learning. The OBE concept can also promote interdisciplinary learning and the cultivation of comprehensive skills. As a comprehensive subject, TCM nursing requires students to possess interdisciplinary knowledge and skills. Through the application of the OBE concept, the knowledge and skills of different disciplines can be organically combined to cultivate students' comprehensive skills and interdisciplinary learning skills. This will help students to better understand and apply the knowledge of TCM nursing, and improve their comprehensive quality and skills.

3. Analysis of the current situation of the course of “Nursing of Traditional Chinese Medicine”

3.1. Course objectives and content

One of the course objectives of TCM nursing is to cultivate students' understanding of the basic concepts, principles, and theories of TCM nursing. Students need to understand the development process and basic principles of TCM nursing, as well as the differences and connections between TCM nursing and Western nursing. Secondly, the objective of the course also includes training students to have TCM nursing skills, such as TCM massage, TCM fumigation, acupuncture, etc., as well as the application of TCM health preservation methods. Lastly, the course also aims to equip students with skills in communication, collaboration, and teamwork in TCM nursing practice, as well as caring and respect for patients.

In terms of course content, it mainly includes the basic concepts and principles of TCM nursing, the learning and practice of TCM nursing techniques, the introduction and application of TCM health preservation methods, etc. Specifically, the course content includes the basic theory of TCM nursing, the operation methods and skills of TCM nursing technology, the introduction and practice of TCM health preservation methods, etc. Through these contents, students can fully understand the basic knowledge and skills of TCM nursing, and apply the acquired knowledge in practice to improve the overall health of patients.

3.2. Teaching methods and assessment methods

Diversified teaching methods should be adopted to improve students' learning effect and interest. For example, teaching can be carried out by combining various methods such as lectures, case studies, group discussions, and practical operations. Lectures can be used to impart basic theoretical knowledge, case analysis can help students to understand and apply their knowledge, group discussions can promote students' thinking and communication, and practical operations can allow students to experience and master TCM nursing techniques.

The assessment method should match the course objectives, not only to examine the degree of students' mastery of TCM nursing theory, but also to examine the students' practical skills of TCM nursing technology. Assessment methods can include classroom tests, practical operation assessment, group discussion participation evaluation, and other forms. Through these assessment methods, we can fully understand the students' learning situation and abilities, and provide a guideline for further teaching improvement.

3.3. Students' feedback and problems

Students' feedback and problems are an important aspect when analyzing the current situation of the “Nursing of Traditional Chinese Medicine” course. By understanding students' feedback and problems, we can better improve the course teaching and students' learning effect and satisfaction.

The students' feedback on the “Nursing of Traditional Chinese Medicine” course mainly focuses on the following aspects. The first aspect is the practicability of the course content. Students generally believe that the course content is very practical and can help them to better understand the theory and practice of traditional

Chinese medicine nursing. Students are interested in the TCM nursing techniques and methods introduced in the course, and hope to apply them in practice. The second aspect is the diversity of teaching methods. Students believe that the teaching methods of the course are diverse, including lectures, case studies, and practical operations. This variety of teaching methods enables students to better understand and master the course content and improve the learning effect.

However, students also raised some problems and confusions about the “Nursing of Traditional Chinese Medicine” course. Firstly, the courses are difficult. Some students think that the course is more difficult and requires higher learning ability and professional knowledge reserves. They hope to have more counseling and guidance in order to better understand and master the content of the course. The second problem is the lack of practical content. Some students think that there are relatively few practical contents in the course, and hope to increase the opportunities for practical operation so as to better exercise their practical skills. The third problem is the connection between the course and practical work. Some students think that the course is not closely related to the practical work, and hope to increase the analysis and discussion of practical cases so that they can better apply the knowledge they have learned to practical work.

4. Curriculum reform design of “Nursing of Traditional Chinese Medicine” based on the concept of OBE

4.1. Resetting of course objectives

The course objectives based on the concept of OBE are as follows.

- (1) To understand the basic theories and principles of TCM nursing.

Students should be able to understand the basic theories and principles of TCM nursing, including the overall concept of TCM, the theory of yin and yang, and the theory of five elements. They should be able to apply these theories in actual nursing practice to provide more effective TCM nursing services.

- (2) To master traditional Chinese medicine nursing techniques and methods.

Students should be able to master the basic techniques and methods of TCM nursing, including TCM massage, acupuncture, cupping, etc. They should be able to properly apply these techniques and methods to promote the health and recovery of their patients.

- (3) To cultivate the comprehensive skills of traditional Chinese medicine nursing.

Students should be able to comprehensively apply the acquired TCM nursing knowledge and skills to conduct a comprehensive nursing assessment of patients and formulate individualized nursing plans. They should be able to communicate and collaborate effectively with other healthcare professionals to provide excellent TCM care.

- (4) To cultivate professionalism and moral sentiment.

Students should have good professionalism and moral sentiment, including respecting the privacy and rights of patients, protecting the safety and well-being of patients, etc. They should be able to abide by professional ethics to provide high-quality TCM nursing services.

4.2. Adjustment and update of teaching content

In the adjustment of teaching content, practical teaching needs to be emphasized by integrating actual nursing practice into the course content. Practical teaching activities, such as simulated patient operations, clinical practice, etc., can help students to apply the theoretical knowledge they have learned to actual TCM nursing practice. Another method is to introduce case analysis and problem-solving in the teaching content. Students' thinking and analytical skills can be stimulated by introducing real cases and problems. Students can deepen

their understanding and application of TCM nursing by analyzing and solving problems in actual cases. The teaching materials and resources also require updates. Timely updates of teaching materials and resources can reflect the latest developments and research results in the field of TCM nursing. Teachers can guide students to use the latest research literature and resources, thereby develop students' information acquisition and critical thinking skills.

4.3. Improvement and innovation of teaching methods

The teaching methods in TCM nursing course based on the concept of OBE are as follows.

(1) Case teaching

Through real cases, the combination of theoretical knowledge and practical application enables students to better understand and master the core concepts and skills of TCM nursing. For example, some typical TCM nursing cases can be selected to allow students to analyze the condition, formulate nursing plans, and conduct practical operations and simulation exercises to improve their practical and problem-solving skills.

(2) Teamwork learning

Nursing of traditional Chinese medicine is a comprehensive subject, which requires students to have the skills in teamwork and collaboration. By conducting group discussions, cooperative research and project practice, students' teamwork and innovative skills can be cultivated. For example, students can be divided into groups to conduct research on a certain problem in TCM nursing, and make group reports and presentations to promote communication and cooperation among students.

(3) Multimedia teaching

Through multimedia teaching, network resources, and virtual laboratories, and other technical means, more abundant and diverse learning resources can be provided to stimulate students' learning interest and enthusiasm. For example, highly interactive multimedia courseware can be designed, combined with elements such as animation, video, and audio, so that students can more intuitively understand and master the knowledge and skills of TCM nursing.

4.4. Optimization of evaluation methods

The optimization of the evaluation method is an important aspect in the course reform of "Nursing of Traditional Chinese Medicine." The traditional evaluation method is mainly based on examinations, focusing on testing the students' memory skills, while ignoring the evaluation of practical skills and comprehensive quality. Therefore, we need to optimize the evaluation method to be more in line with the requirements of the OBE concept.

(1) Introducing comprehensive evaluation

Comprehensive evaluation is an assessment method that comprehensively assesses students' knowledge, skills, and attitudes. In "Nursing of Traditional Chinese Medicine" course, students' comprehensive quality can be evaluated by designing comprehensive practical projects or case studies. For example, students can be asked to complete a TCM nursing practice project, including case analysis, nursing plan formulation, and practical operation, to evaluate the students' comprehensive quality and practical skills.

(2) Adopting a variety of evaluation methods

In addition to traditional written examinations and practical assessments, oral presentations, group discussions, and personal presentations can also be introduced to comprehensively evaluate students'

learning outcomes and skills development. For example, students may be required to make an oral report to introduce their learning and practical experience in TCM nursing to evaluate their ability in expression and communication.

(3) Utilizing self-assessment and peer-assessment

Self-assessment and peer-assessment can stimulate students' active learning and self-reflection, and promote their self-development and improvement. For example, students can be asked to conduct self-evaluation after completing a certain task, and conduct mutual evaluation with their classmates in order to evaluate students' learning attitude and teamwork.

5. Implementation of curriculum reform and evaluation of its effects

5.1. Steps and strategies for reform implementation

The first strategy for curriculum reform is research and analysis. Teachers should conduct comprehensive research and analysis of current course content, teaching methods, and assessment methods. They need to understand the needs and expectations of students, as well as the industry's requirements for TCM nursing professionals. The second strategy is goal setting. Based on the results of research and analysis, the teaching team should set clear teaching goals. These goals should be consistent with the needs of students and industry requirements, and be able to cultivate students' core competencies and practical skills. The third strategy is curriculum design. According to the set teaching goals, the teachers should redesign the course content and teaching methods. They can introduce activities such as case analysis, practical operation, and group discussion to improve students' practical and problem-solving skills. Moreover, the curriculum reform also involves teaching implementation. In the teaching process, teachers should adopt a variety of teaching methods, such as lectures, demonstrations, practice, etc., to meet the different learning needs of students. At the same time, teachers should encourage students to actively participate in classroom activities and cultivate their independent learning and teamwork. Plus, evaluation and feedback are important in the teaching reform. Teachers should use a variety of assessment methods, such as homework, exams, practice reports, etc., to evaluate students' learning. At the same time, teachers should provide feedback to students in time to help them to discover problems and improve their learning methods.

5.2. Participation and feedback from teachers and students

In the teaching reform of "Nursing of Traditional Chinese Medicine" course, the participation and feedback of teachers and students are very important. Teachers should actively participate in curriculum design and instructional implementation, while encouraging students to actively participate in classroom activities and the learning process ^[2].

First of all, teachers should participate in the entire process of curriculum design and teaching implementation. They should cooperate with members of the teaching and research group to jointly develop teaching objectives and teaching plans. In the teaching process, teachers should adjust teaching methods in time and improve according to students' feedback and needs. Secondly, students should actively participate in classroom activities and learning process. They should ask questions, actively participate in discussions, hands-on exercises, and case studies. Students can also develop their teamwork and problem-solving skills through group discussions and teamwork. Lastly, feedback from teachers and students is essential. Teachers should give students timely feedback to help them to discover problems and improve their learning methods. This feedback can help teachers to further improve teaching methods and course design.

5.3. Evaluation method of its effect and result analysis

The first method is to evaluate students' academic performance through examinations, homework, and practical reports. The average grade and pass rate of students before and after the reform can be compared to evaluate the effect of the reform. The second method is to collect students' satisfaction and feedback on the curriculum reform through questionnaires and other methods. It is possible to understand the degree of students' recognition of the reform and suggestions for improvement. The third method is to evaluate the performance and effect of teachers in the curriculum reform through teachers' self-evaluation and peer evaluation. It is possible to understand teachers' understanding and application of reforms.

6. Conclusion

To sum up, through the review of relevant literature and the analysis of empirical research, we found that the teaching reform of TCM nursing course based on OBE concept can effectively stimulate students' interest in learning and improve their learning motivation and participation. At the same time, through the setting of practice contents and the introduction of actual cases, students can better apply theoretical knowledge to practical nursing work, and cultivate their practical and problem-solving skills. However, we also realize that there may be some challenges in the implementation process^[3]. Therefore, we suggest that in the process of promoting the teaching reform of TCM nursing course, focus should be put on teacher training and the construction of teaching resources to ensure the smooth progress of the reform. Through continuous exploration and practice, we believe that the teaching reform of TCM nursing course based on the OBE concept will inject new vitality into the development of TCM nursing and make positive contributions to the cultivation of high-quality TCM nursing talents.

Disclosure statement

The author declares no conflicts of interest.

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